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ABSTRACT

This is the last of four guides which identify the scope, sequence, goals, and resources for the social studies program of the Spokane public schools. It suggests materials, resources, and activities related to social studies knowledge and skill development for grades 9 through 12. Lessons on all social science disciplines are outlined with particular emphasis on political science, sociology, anthropology, history, and culture. The major objective of the curriculum is to help students become effective citizens. The document is presented in five sections. Section I presents overviews and charts listing basic, required, and elective social science skills. Section II stresses 9th grade activities and objectives related to United States and Washington state history. Competencies slated for mastery at this level include ability to evaluate data, incorporate new information, identify erroneous information, interpret and draw charts and graphs, identify values and goals that influence decisions, and demonstrate procedural skills of group discussion. Section III consists of an 11th grade program guide to American government and a history of 20th century America. Students are expected to master skills in discussion, reporting, critical thinking, organizing and using data, providing definitions, and using maps, graphs, and charts. Section IV concentrates on skills and objectives related to economics and contemporary world affairs for 12th grade students. Textbook and media resources are suggested. Section V lists goals and resources for the following elective social studies topics: world history (a grade 10 elective), sociology/anthropology, and psychology. An explanation of procedures which will be used to evaluate the K-12 social studies program concludes the document. (Author/DB)

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SOCIAL STUDIES

PROGRAM GUIDE

9-12, THE SENIOR HIGH SCHOOL

This Social Studies Program Guide has been reviewed by the Board of Directors of the Spokane Public Schools, District 81, and is approved for implementation within the schools of the District.

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Program Development
June, 1977

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SOCIAL SCIENCES PROGRAM GUIDE

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ACKNOWLEDGMENTS

This Social Studies Program Guide has been developed under the authorization of Dr. Walter A. Hitchcock, Superintendent of Schools, and the Cabinet which is advisory to him. The Guide represents the consensus and the efforts of those signed below and is in conformity with the goals and objectives adopted by the Board of Directors and the alternatives selected for implementation.

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FOREWORD

The Social Studies is one way to justify every other course in the curriculum. Its subject matter discusses and provides the REALITY which necessitates all other curriculum areas. It can and should provide the motivating force behind reading, writing, mathematics, science, recreation (art and music) and the like. Without a social setting, those "subjects" are meaningless. The interest factor, beyond the challenge of skill development is directly proportional to the social issues and needs brought to bear on each "subject." Individual needs, while important, have a social setting. For example... in literature, or mere story telling, one does not merely read words, beyond being entertained, one reads a social context, a social meaning, a social message. The importance of numbers lies in economics, vote count, geographical measurement of distance, keeping track of resource production and consumption, etc., not in numbers for the sake of numbers... and so on. Social Studies is the reality upon which a school curriculum should be built.

Social Studies is not a separate and independent discipline. It is not a well defined body of knowledge or content with limited and limiting boundaries, but is the SOURCE and the RETURN of all other disciplines. Social Studies is not a single, unique process. It amalgamates processes to achieve wise choices and responsible action. Social Studies is, instead, a frame of reference which draws from and feeds back into. It pervades and permeates all other disciplines. It is a study of relationships -- all relationships indirectly, but especially those relationships which involve the human person or groups of persons acting, reacting or interacting in self, mutual or collective interest. Social Studies is an attempt to integrate, to pull together the diverse and frequently conflicting elements of those relationships to achieve some sort of meaningful whole and thereby provide direction and purpose to the activities and lives of people.

HOW TO USE THIS GUIDE

This guide is the last of four guides which identify the scope, sequence, goals and resources for the Social Studies Program of the Spokane Public Schools.

This guide is divided so that the goals and objectives are formed at the grade level to which they are applicable.

Buff Section - 9th Grade
Green Section - 11th Grade
Orange Section - 12th Grade
White Section - World History
Yellow Section - Sociology/Anthropology
Blue Section - Psychology

The sequence of goals and objectives can be determined through the lilac section or in more detail by following page references at each grade level.

At the end of each grade level or course the materials provided to achieve the goals and objectives will be found.

INTENDED USE OF AUXILIARY MATERIALS

Because of the need to provide maps and supplementary materials in the area of the Social Studies, the cost of implementing and maintaining the Social Studies Program is more expensive than costs might be in otner areas of the District program. Consequently, the committee has recommended that certain components of the Social Studies Program be adopted as nonconsumable.

Student activity books and the testing materials have been purchased as classroom sets for each teacher, and will be NONRENEWABLE. Answer sheets have been provided by Houghton Mifflin and Silver Burdett with permission (in writing) to copy for classroom use. It is important for all concerned to realize that workbooks and test booklets should not be written in or marked up in any way because they are intended for five year use.

INTRODUCTION

This guide is the consequence of an attempt to arrive at a Social Studies Scope and Sequence, a program of study from the various disciplines and subdisciplines of the Social Sciences, for the Spokane Public Schools, District 81. The goal and their components identified are intended to represent the minimum ideal consistent District program as the members of the Social Studies Review Committee believe that program should be.

The committee and its four task forces have been composed of practicing teachers and principals within the District. The committee members have made a consistent, conscientious and documentable effort to be aware of trends in Social Studies education, and more importantly, of the thinking of their colleagues within the District. Finally, representatives of District patrons and the Spokane community at large, have participated both directly and indirectly in the deliberations of the committee. It is believed that every opportunity to participate in committee deliberations has been provided to the extent possible within the constraints of efficiency and time available. Thus it is felt that the identified competencies represent as broad a range of thinking as possible.

The Goals and Objectives identified and sequenced within this guide are stated as competencies or skills. Skills derive from and are the function of knowledge and understanding. Attitudes and values determine the degree to which skills will be used by the individual learner. But the competency, the ability to do, to use knowledge appropriately and effectively has been judged central to the needs of the learner and consequently to the efforts of Social Studies instruction and program. It should also be noted that the competencies have been stated in learner or student performance terms. The means of judging achievement of the skill is contained within the statement of the competency goal or objective.

The committee is confident that most of the identified competency goals listed within this guide are already being addressed and accomplished at the levels specified within many or most, it not all, of the classrooms of the District. These goal statements simply have not previously been systematically articulated or consistently administered throughout the entire District program. Thus the goals, as stated, are an attempt to organize, systematize and to some extent to standardize (at least minimally) the District program.

These identified competency goals and objectives represent the interest and scope of the Social Studies. Some of the goal statements may overlap or be shared with other disciplines. If a goal fell within the interest or scope of the Social Studies, in the opinion of the members of the committee, it was included. However, it is realized that the actual teaching, or opportunity to learn, may indeed occur in some area other than the Social Studies. This is particularly true of the basic competencies and at the elementary school level. In the opinion of the members of the Social Studies Committee, it is not as important where a competency is taught/learned or stressed as it is that the competency is taught/learned or stressed.

The competency statements (goals and objectives) listed in this document represent ideals against which to measure materials to be reviewed, selected, recommended and adopted. These will serve as objectives against which to measure the implemented District Social Studies program.

The inclusion of all goals, the specific wording, and the sequencing of each goal represents the consensus, the unanimous agreement, of each and every member of the task forces working on their specific grade level tasks. Each task force accepted the judgment of the previous task force concerning the potential achievement of students at that level and proceeded to develop upon that judgment. In the few cases where doubt existed or where mastery was not identified or achieved, the skill was reintroduced or reviewed. It does need to be noted that there are some Social Studies skills in which mastery is doubtful even as adults, however, that does not diminish the importance of the goal or of working toward such mastery.

Certain words or terms occur consistently throughout this guide. It is important that these terms be understood with the meaning with which the members of the committee intended to use them in this context.

Within the body of this guide, competencies are identified as basic, required, or elective.

COMPETENCY means skill, performance or behavior. In the early part of our deliberations much discussion and debate arose as to whether a particular goal statement was a goal statement or an objective. With the decision to work in the realm of competency such argument ceased. This decision also allowed us, as a committee, to build evaluation potential into the competency statement from the beginning. The terms "know," "understand," and "value" have been avoided except in a few instances in which a skill is not desirable. We believe knowledge is important but in American society it is the CAN DO that is valued and respected. With a competency statement or goal, there is no need to ask how we will know the student has accomplished the goal or object--the learner can do or the learner cannot do.

BASIC identifies a particular skill as coping or "survival" skill. Competencies listed in this category are thought to be essential to effective functioning as a human being and/or as a citizen of American society. Most basic competencies are identified for mastery at or by the 9th grade level of maturity and readiness. If the skill cannot be performed at that level, remedial courses should be provided to insure the opportunity to learn to cope effectively and to survive independently within the community.

REQUIRED identifies skills that approach adult levels of maturity. They require some sophistication. They build upon the basic skills. If basic skills are intended to give students the opportunity to learn to survive, to live, the competencies identified as required are intended to give students the opportunity to learn to live better or to live well. The opportunity to learn required competencies will be provided at the senior high school level in the Social Studies courses required for graduation.

ELECTIVE identifies competency goals provided for those students who may have special interest and/or ability in a given area. The opportunity to acquire these competencies will be offered at the high school level in one or both of two ways -- as an extension of minimal coverage in required courses, depending upon both teacher and student interest and/or abilities, or in special elective courses. In cases where these elective courses now exist, the competencies are fairly specific and well articulated. In cases in which elective courses do not now exist, the competencies identified are intended to be an indication of what such an elective might include. Identification of elective competencies is intended to leave the curriculum, or the District program open-erded for the future development of courses as the need for them may be articulated by students, teachers, and the Spokane community or the nation at large.

Only basic skills are broken into component parts and sequenced according to level of maturity and readiness. Required and elective skills presume basic competency and build upon it. In the sequencing of basic competencies certain terms consistently reoccur and may need some explanation.

INTRODUCE means that the skill is addressed as a knowledge concept or understanding, or as a component skill at the level of readiness or maturity appropriate to the level at which it is first addressed.

REINTRODUCE means that concepts, understandings, etc., are addressed again at a level of greater conceptualization or abstraction. It is the feature of reintroduction that provides for a spiral, rather than a strictly linear development of the District program.

REVIEW, REINFORCE AND EXPAND are terms that are generally used together. For the most part their meaning is consistent with common usage. The concern of the committee at this point has been that the matter be addressed at the grade level specified.

MASTERY is the key term in this report. Mastery means that the skill or competency identified is available to the student for use in appropriate situations. The student CAN DO. The student CAN perform the skill identified efficiently and in a reasonable amount of time. The skills as written are intended to be "can" or "cannot do" skills. It is not intended to be concerned about degrees or gray areas, nor is it intended that students will, in fact, use the skills learned in every appropriate situation. Except to demonstrate possession or acquisition of the skill, it is intended only that the skill be available to the student. In general, except for the 9th grade or the year of mastery, no skill or component is expected to be introduced and mastered in the same year. In most cases, at least a three-year program is provided. Only basic skills and competencies have been identified for mastery because of the nine-year sequence. At the required and elective levels, courses may vary between four and a half months and nine months. Consequently, mastery will vary to a large extent upon student and teacher interest, emphasis, and ability. The identification and listing of such advanced competencies is intended to insure opportunity to learn rather than mastery.

This guide defines the scope of the Social Studies in terms of the disciplines of the social sciences. These disciplines have been identified and to some extent in this report written in an order of priority. Those disciplines listed first tend to be those most important throughout the entire program. Emphasis will tend to shift toward those disciplines listed last as students progress from the primary grades to graduation. In general, it is anticipated that those disciplines listed one through four will be emphasized at the elementary levels, four through six at the junior high levels and six through eight at the senior high levels. The discipline areas have been identified as follows:

1. Self Concept/Phychology
2. Social Studies Skills
3. Judgment Criteria
4. Economics
5. Geography/Environment
6. Political Science/Government (rules & conduct--rights & responsibilities)
7. Sociology/Anthropology
8. History/Culture/Heritage

Two areas have been considered, but not identified as separate disciplines. Current Events and Career Education have been sequenced within the specific competencies when appropriate to the competency and at the appropriate levels of readiness and maturity.

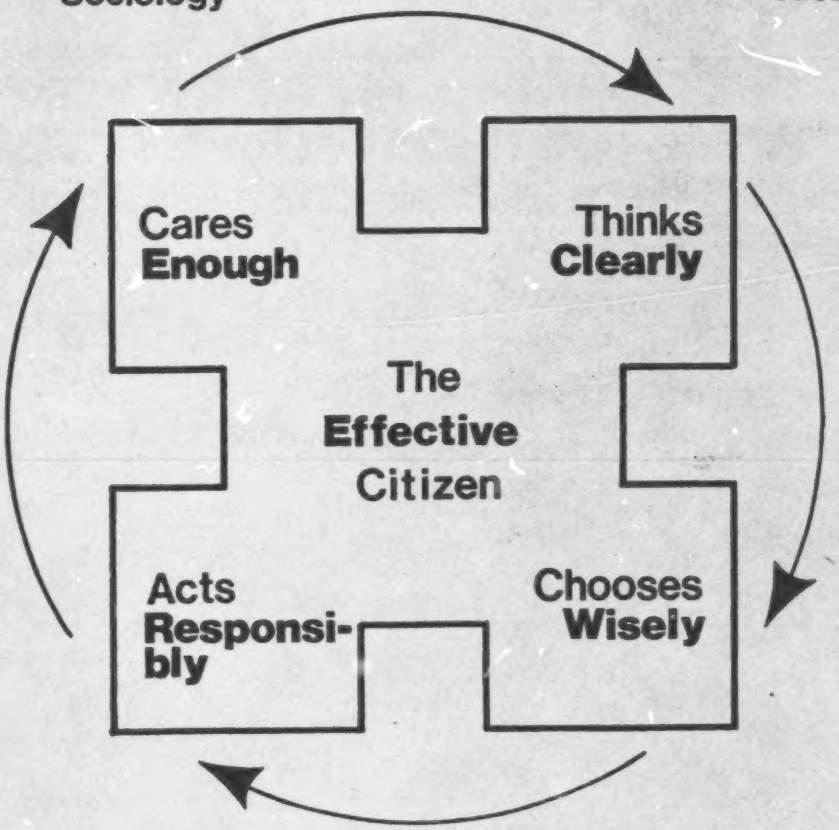
This guide intends to refocus the aim or emphasis of the Social Studies program. There is a shift of concern from knowledge, conceptual and/or academic pursuit to skill and competency achievement. This shift rests upon an underlying conviction or philosophy that the central or core purpose of education in general and of the Social Studies in particular is the development of an effective citizen, that is, a person who is informed, a person who cares enough about himself and society and who is able to think clearly, choose wisely, and act responsibly.

THE SCOPE AND SEQUENCE OF THE SOCIAL SCIENCE PROGRAM

THE SOCIAL STUDIES SCOPE

Self-Concept / Psychology
Sociology

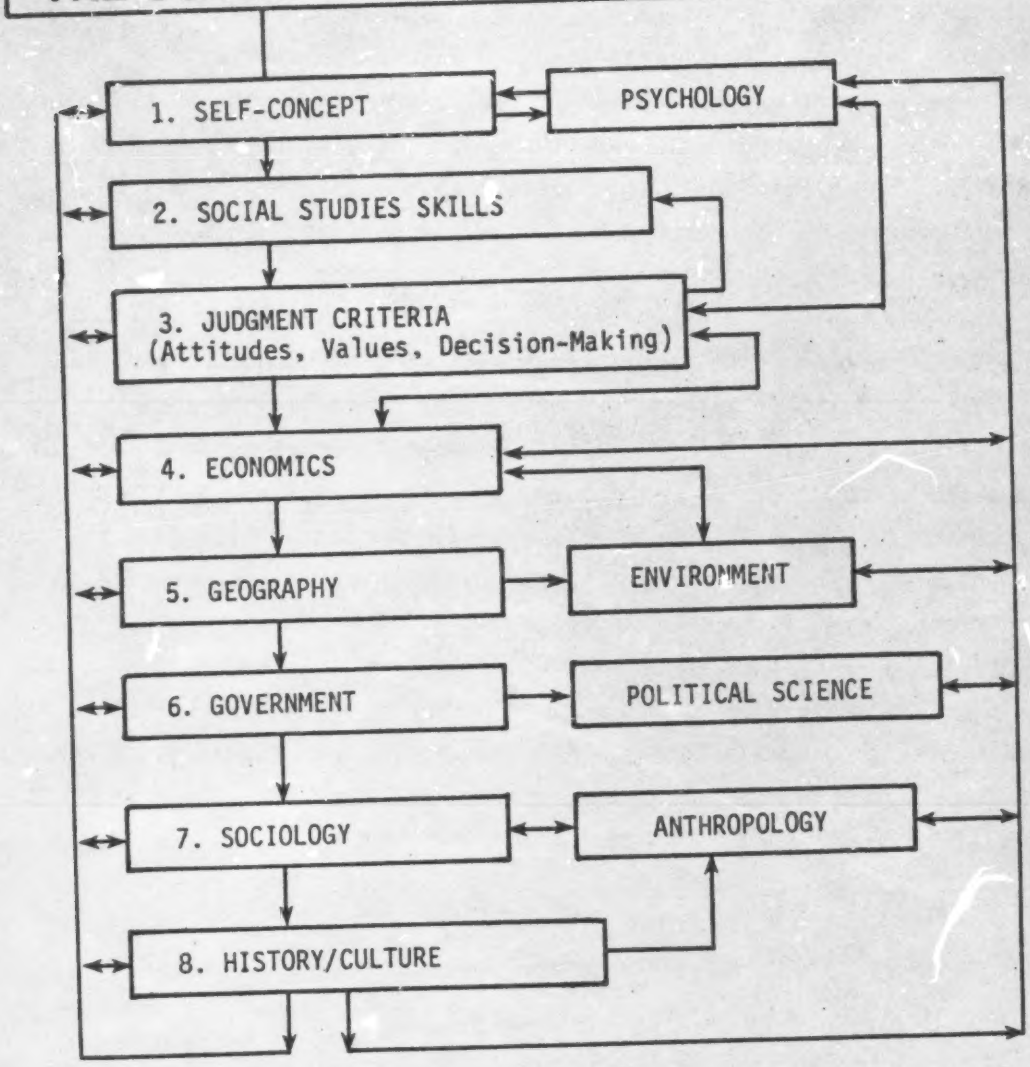
Social Studies Skills
History / Culture



Economics
Geography / Environment
Political Science / Government

Judgment Criteria

THE SOCIAL STUDIES K-12 SCOPE



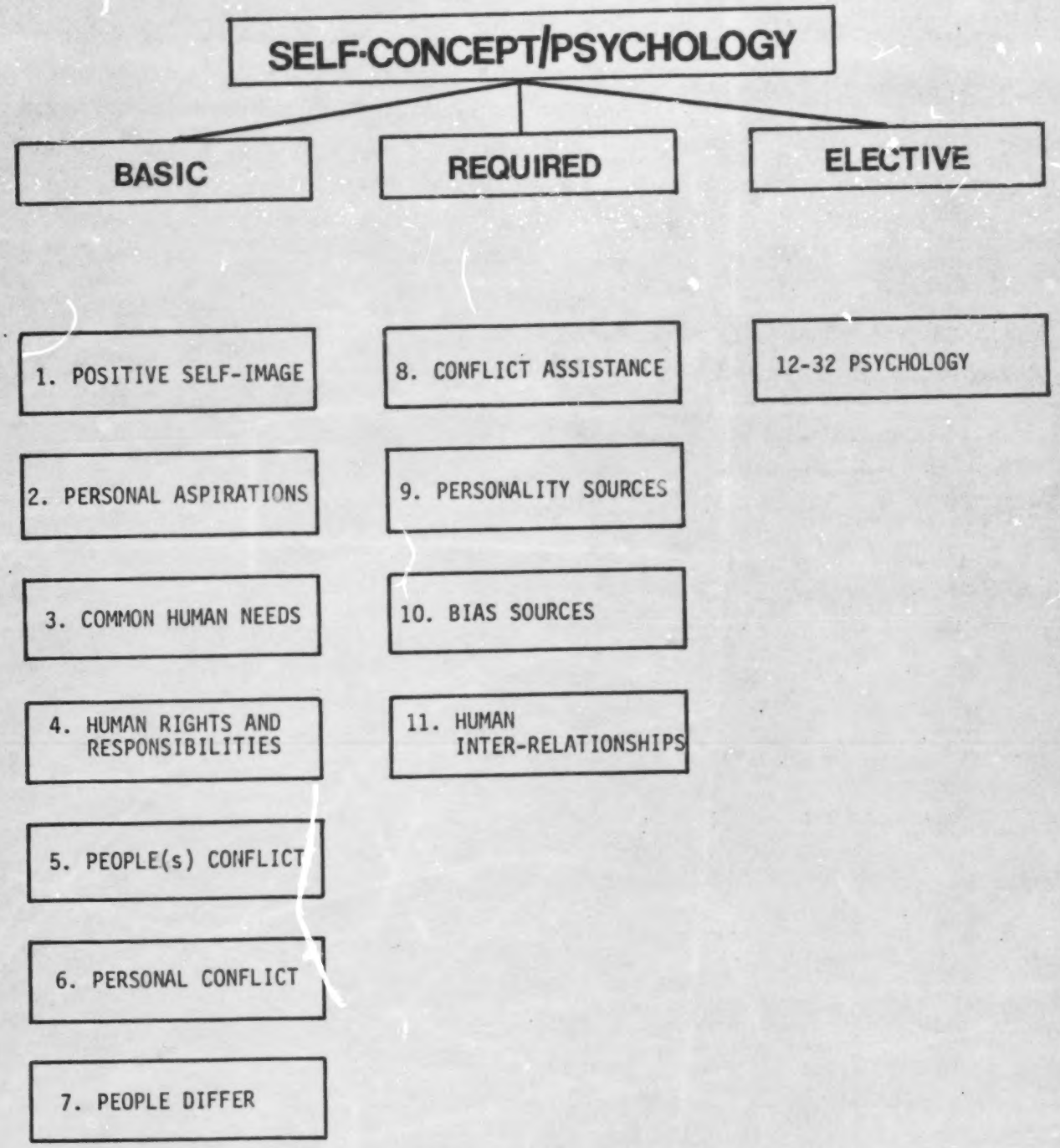
The divisions represented by this scope are artificial to a large extent. This is particularly true below the 9th grade. In general, the areas are interdependent, as the sequence will show. This chart is not intended to represent any priority. It is anticipated that all areas will be learned to some extent at each grade level.

SELF CONCEPT/PSYCHOLOGY

The attempt to build a positive or worthy self concept is synonymous with teaching. The process of achieving a self concept is synonymous with learning. The growth and "acceptance" of a self as a worthy person is, however, a life-long process. It begins at home and it is significantly influenced throughout the years of formal education, particularly in the early years of the educational process. For the most part, the building and achieving a self concept has been a part of the hidden agenda of the educational system.

The importance of positive or worthy self concept cannot be overstated. Without self respect and self acceptance, respect for and acceptance of others simply is not possible -- one cannot give what one does not have. Many or most, if not all, school discipline problems and adverse attitudes arise from negative experiences within a school setting with self image at the center of the problem. An understanding of the dynamics of self concept in the process of learning and of teaching is important for both teacher AND LEARNER. The achievement of self concept rests ultimately on the foundation or corner stone of what the individual can do, or what the individual can become. This is especially true in a school setting. The main shift these goals represent is a shift in focus from what "I am," from what "I cannot do," and from what "I cannot learn" to what "I am becoming," and to what "I am learning to do." The goals are based on a "can do" or skill achievement and the process of achieving.

The achievement of positive self concept is a shared responsibility. It is shared with all other areas of the school curriculum. These goals in this area are a recognition of the responsibility and the duty of the Social Studies to participate in the process. These goals are an attempt to bring efforts at achieving a positive self concept to a conscious and deliberate level of understanding within learners so that they cannot only understand self development (becoming), but also they can be aware of their influence on the development (the becoming) of others.


SELF-CONCEPT/PSYCHOLOGY
BASIC
REQUIRED
ELECTIVE
1. POSITIVE SELF-IMAGE
2. PERSONAL ASPIRATIONS
3. COMMON HUMAN NEEDS
4. HUMAN RIGHTS AND RESPONSIBILITIES
5. PEOPLE(s) CONFLICT
6. PERSONAL CONFLICT
7. PEOPLE DIFFER
8. CONFLICT ASSISTANCE
9. PERSONALITY SOURCES
10. BIAS SOURCES
11. HUMAN INTER-RELATIONSHIPS
12-32 PSYCHOLOGY

SOCIAL STUDIES SKILLS

The skills identified in this section are skills that are shared with many areas of the curriculum. In fact, the individual components of many of these skills may, and likely will be, taught in other subject matter areas. It is, however, the Social Studies that amalgamates them into a meaningful whole and a system, and gives them purpose. The most likely application, in a practical way, for most students will be in the Social Studies areas. These skills form the basis or means of study in the subdisciplinary areas of the Social Studies and ultimately in the processes of effective citizenship.

For these reasons, it is important that the Social Studies Committee members identify these skills.

SOCIAL STUDIES SKILLS

BASIC

1. LISTENING SKILLS*
2. DISCUSSION SKILLS*
3. REPORTING SKILLS*
4. PROBLEM-SOLVING SKILLS
5. IDENTIFICATION and SELECTION SKILLS
6. DATA-GATHERING SKILLS
7. DATA-ORGANIZATION SKILLS*
8. CRITICAL THINKING SKILLS*
9. SYSTEMATIC DECISION-MAKING and PLANNING SKILLS
10. GROUP DECISION-MAKING*
11. SOCIAL INTERACTION SKILLS*

REQUIRED

12. DATA RELIABILITY
13. VALIDATION
14. NEW INFORMATION
15. PERSUASION
16. RELEVANCY
17. CENTRAL TENDENCY (AVERAGE)
18. CHARTS, GRAPHS, ETC.
19. DATA THROUGH PERCEPTION
20. ERROR IDENTIFICATION
21. EVALUATION OF DATA

NO ELECTIVES IDENTIFIED AS SEPARATE FROM OTHER SPECIFIC DISCIPLINES.

*Skills shared with other disciplines (e.g., Language Arts, Science, Math, etc.).

JUDGMENT CRITERIA

Those (discipline) problems in school and/or in society, not due to negative self concept, most likely will find their source in (faulty) judgment or in the lack of perceived alternatives. Educational and public concerns (for problems) is expressed under many labels -- e.g., attitudes and values, moral reasoning, and law focused education. In each case the area of concern relates to the decision-making process, and the criteria by which decisions can be made (or, once made, judged and evaluated).

This section attempts to provide (the opportunity to learn a process or) alternative processes by which decisions can be made and judged. Competencies have been identified in both the individual and social decision-making realms.

It is anticipated that the opportunity to study and learn judgment criteria will be shared with other subject matter disciplines in the educational process. As these skills and competencies have been written, care has been taken to avoid indoctrination and invasion of privacy. The opportunity to learn lies in developing an understanding of alternatives at the level of the learner's maturity and readiness.

JUDGMENT CRITERIA

BASIC	REQUIRED	ELECTIVE
1. RELATIVE IMPORTANCE	10. VALUE SYSTEMS	18. PARTICIPATION
2. IDENTIFICATION OF CRITERIA	11. DECISION IMPACT	19. CENTRAL TENDENCY (Compromise)
3. CRITERIA WEIGHT	12. CONFLICT EFFECT	20. VALUE OF EDUCATION SYSTEM
4. ALTERNATIVES	13. VALUES EFFECT LIFE-STYLE	
5. "EQUAL OPPORTUNITY"	14. VALUE RELATIONSHIPS	
6. GROUP VALUES	15. VALUE IDENTIFICATION	
7. CONFLICT ASSISTANCE	16. VALUE SOURCES	
8. WISE USE OF RESOURCES	17. ALTERNATIVE VALUE UNDERSTANDING	
9. CONTRACT		

ECONOMICS

The ability to cope with the reality of limited resources has always been a major survival skill. In an age faced with diminishing resources and growing populations, the fair distribution of those resources, the study of economics, and in particular, personal economics, takes on increasing importance. The ability to manage and budget resources (time, talent, money, goods and services) within limits, can no longer be left to chance at any level of society. The skills involved in personal survival, and through individual survival, the continuance of the society need to be developed early in the learning process and continually and continuously reviewed, reinforced and expanded throughout formal education.

In general, the skills and concepts addressed as economic competencies are important Social Studies skills. However, the opportunity to learn the concepts and to achieve or acquire mastery can and should be integrated through and with other disciplines as well. It is not as important where it is taught as that it is taught. It is anticipated that the quantitative aspects of economics will be correlated with mathematics, that vocational awareness will be correlated and integrated with reading, and that resource availability will be joined with geography and natural or earth science. Responsibility for communication and expression can and should be shared with language arts activities. Aspects of economics form a natural tie to the study of political science and government since many of the issues of government and political science center on economics. On a personal level, the responsibilities of survival for self, family, and community are, at their root, first economic. The opportunity for cooperation and integration are numerous.

ECONOMICS

BASIC

1. TAXES
2. BUDGETING
3. FINANCING
4. SHOPPING
5. INVESTMENT
6. EFFECTIVE EMPLOYEE
7. "UNION" MEMBERSHIP
8. PRICE DETERMINATION
9. COMPARATIVE ECONOMIC SYSTEMS
10. ADVERTISING/CONSUMER

REQUIRED

11. REINFORCEMENT
12. ALTERNATIVE TAX FORMS
13. INCOME PLANNING
14. LABOR RELATIONS
15. THE VALUE OF A DOLLAR
16. PRODUCTIVITY MEASURE
17. EMPLOYMENT MEASURE
18. WELFARE
19. THE USE OF CREDIT
20. GROWTH LIMITS
21. SYSTEM MODIFICATION (Government)
22. SYSTEM MODIFICATION (Business)
23. BUSINESS CYCLE
24. CONTRACTS
25. CONSUMER PROTECTION
26. BUSINESS ORGANIZATION

ELECTIVE

27. COMPETITION
28. STOCK EXCHANGE
29. BANKING
30. ECONOMIC PHILOSOPHY
31. FREE ENTERPRISE
32. CORPORATION
33. CONSERVATION
34. DISTRIBUTION
35. MODERN ECONOMIC SYSTEM PHILOSOPHIES

GEOGRAPHY/ENVIRONMENT

Geography is to the Social Studies as Social Studies is to the remainder of the curriculum. It is the bedrock from which the other Social Studies subdisciplines spring. Economics of a particular region cannot be understood except from the geography of that region. Culture, heritage, history and sociology cannot be understood except as they are affected by the lay of the land and the climate where people live. The isolation of a valley, or of an island, the growing season of the latitudes, the rainfall of a desert...all of these affect the living conditions and the life-style of a people, e.g., it is interesting to note that the longitudinal novels of a James Michener each begin with a geographical and geological exposition of the area in which the story takes place.

As identified and defined, sequentially, these goals can be integrated with the reading program on each level. These goals can be integrated at appropriate times with mathematics, particularly in basic skills of addition, subtraction, and distance measurement. At the more advanced levels, ratios of scale, time and distance, and fuel consumption, etc., may be integrated. There is also integration potential which can be developed and used with certain components of Earth Science, particularly, those dealing with climate, weather and earth movement. Finally, as the Social Studies goals are further developed, opportunities for integration will be identified in the subdisciplines of economics, history, heritage, culture, health, etc.

Opportunities do exist to show that geography study is, in fact, an essential part of understanding all forms of life, including our own.

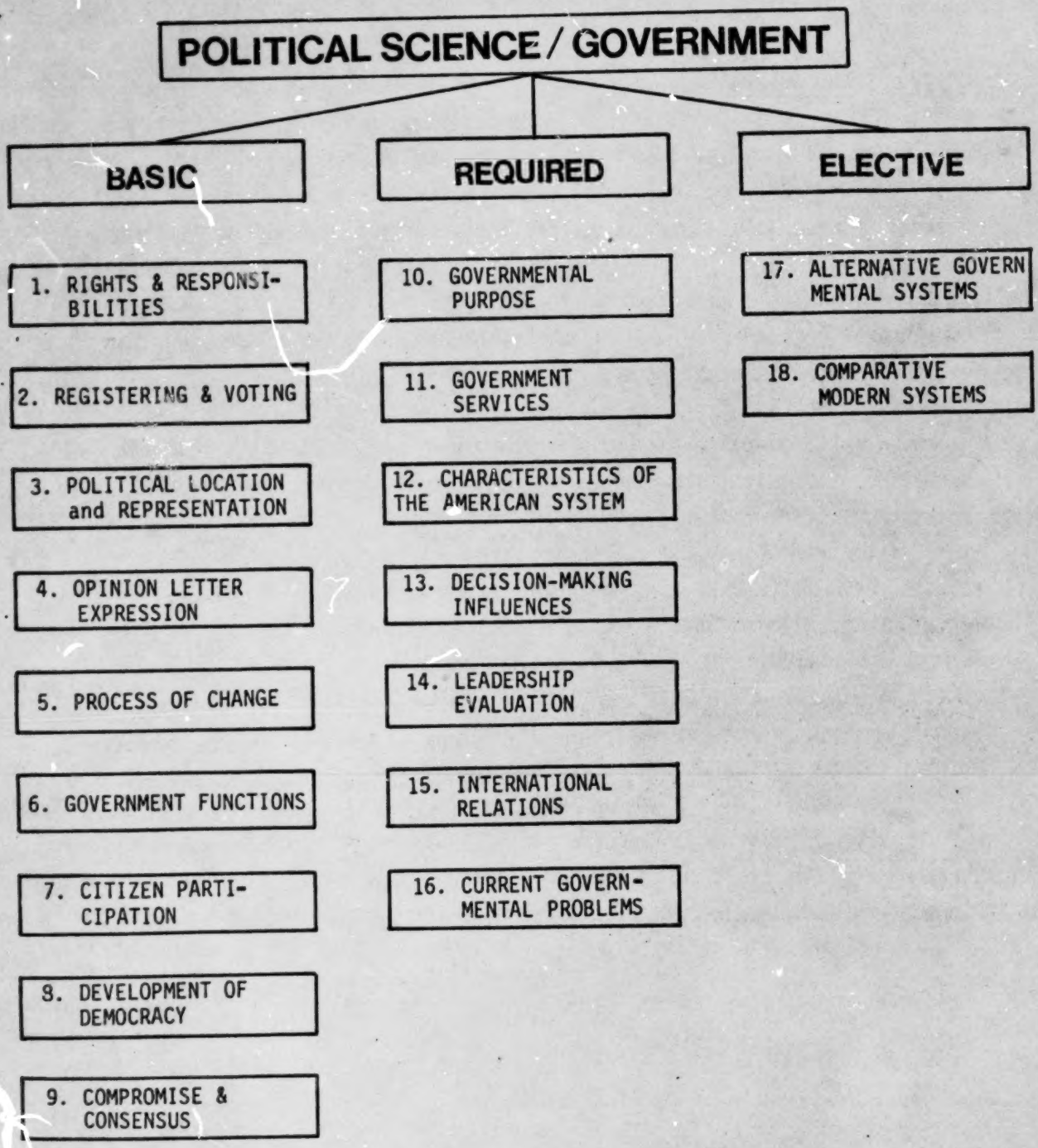
GEOGRAPHY/ENVIRONMENT

BASIC	REQUIRED	ELECTIVE
1. SELF LOCATION	12. TRIP PLANNING	15. SPOKANE GEOLOGY
2. NATURAL FEATURES (Maps)	13. NATIONAL INTERDEPENDENCE	16. ENVIRONMENTAL IMPACT
3. PEOPLE-MADE FEATURES	14. NATIONAL STATUS AND LOCATION	17. CARTOGRAPHY
4. DISTANCE	A. EARTH PHENOMENA	
5. LOCATION-CULTURE	B. METEOROLOGICAL MAPS & MEASUREMENT	
6. MAP SCALE		
7. SPOKANE ENVIRONMENT		
8. POPULATION MAPS		
9. MAP DISTORTIONS		
10. HISTORICAL MAPS		
11. THE SPOKANE "ECOLOGICAL- ECONOMIC" CHAIN		

POLITICAL SCIENCE/GOVERNMENT

The two basic concepts of domestic American society over the past two hundred years has been the capacity to live peaceably under equitable laws and to adjust to change in a nonviolent manner. The system of democracy as the people of this country have developed it, has as its base, two very important components: (1) an electorate informed about issues, and (2) a system of communication of concern between and among the representatives and the constituencies of those representatives. Continuance of both of these concepts are the responsibility of the nation's school system. In fact the public school system was established with these two principles in mind. Thus, knowledge of, and some degree of skill in the use of the mechanics which peacefully govern, establish, and change the rules by which the American people live is an essential element in the continuation of the American way of life. Responsible participation and commitment to this American way of life is dependent upon a study of and an involvement in political science and government beginning as early as possible in the educational/learning effort.

Possibilities exist for the integration of political science/government competencies with other disciplines and home/school activities beginning at the earliest levels of formal education. Home rules, and student government offer entries to the learning of political science/government skills and competency. Language arts offers the opportunity to study, discuss, and debate public issues in a rational manner. Reading and literature frequently offer opportunities to raise the levels of awareness of those reoccurring concerns of human kind. The feasibility and economics of public action often involve the need for mathematics, sociology, psychology, geography, as well as political science and economics. Certainly, the need for the Social Studies and communication skills of research, reason, judgment and planning will be continuously reinforced and expanded through all levels and areas of the curriculum.


POLITICAL SCIENCE / GOVERNMENT
BASIC
REQUIRED
ELECTIVE
1. RIGHTS & RESPONSIBILITIES
2. REGISTERING & VOTING
3. POLITICAL LOCATION and REPRESENTATION
4. OPINION LETTER EXPRESSION
5. PROCESS OF CHANGE
6. GOVERNMENT FUNCTIONS
7. CITIZEN PARTICIPATION
8. DEVELOPMENT OF DEMOCRACY
9. COMPROMISE & CONSENSUS
10. GOVERNMENTAL PURPOSE
11. GOVERNMENT SERVICES
12. CHARACTERISTICS OF THE AMERICAN SYSTEM
13. DECISION-MAKING INFLUENCES
14. LEADERSHIP EVALUATION
15. INTERNATIONAL RELATIONS
16. CURRENT GOVERNMENTAL PROBLEMS
17. ALTERNATIVE GOVERNMENTAL SYSTEMS
18. COMPARATIVE MODERN SYSTEMS

SOCIOLOGY/ANTHROPOLOGY

The name of this study and of this area of study is the Social Studies. The key or core is sociology or the study of society. This is the subdiscipline that attempts to understand human beings as they interact with one another and the pattern(s) of interaction. It attempts to understand primarily the social relationships, the groups that people or societies form and the influence of those groups on the individual, on the group and on other groups, and finally on the society or culture at large.

It can be anticipated that aspects and components of the skills identified can and will be learned in other subject matter areas. Patterns of communication can be taught in language arts. Human interaction with the environment and the distribution and use of the wealth of that environment is part of the content of science, mathematics and economics (including geography). However, it is the area of Social Studies and of sociology in particular which pulls the diverse elements together in attempting to understand the right and wrong, the value system, of a given society or segment of that society. It is sociology, the good of society which humanizes an otherwise purely scientific rationalistic approach to these studies. The "can do" spirit with which these competencies are written needs to be evened out with the "should do? - when?" spirit. It is sociology which provides an opportunity to learn the alternatives if alternatives exist. This is true as the school program now exists. If this proposal of competencies were adopted, sociology would be supplemented and reinforced by judgment criteria and history.

SOCIOLOGY/ANTHROPOLOGY

BASIC

1. BASIC HUMAN GROUPS
2. CULTURAL UNIVERSALS
3. POPULATION EFFECTS
4. THE HUMAN ENVIRONMENT
5. GROUP PREFERENCES
6. CHARACTERISTICS OF "SOCIETY"
7. URBAN PROBLEMS

REQUIRED

REINTRODUCE AND REINFORCE BASIC SKILLS AT A MORE MATURE LEVEL.

20. SOCIALIZATION

ELECTIVE

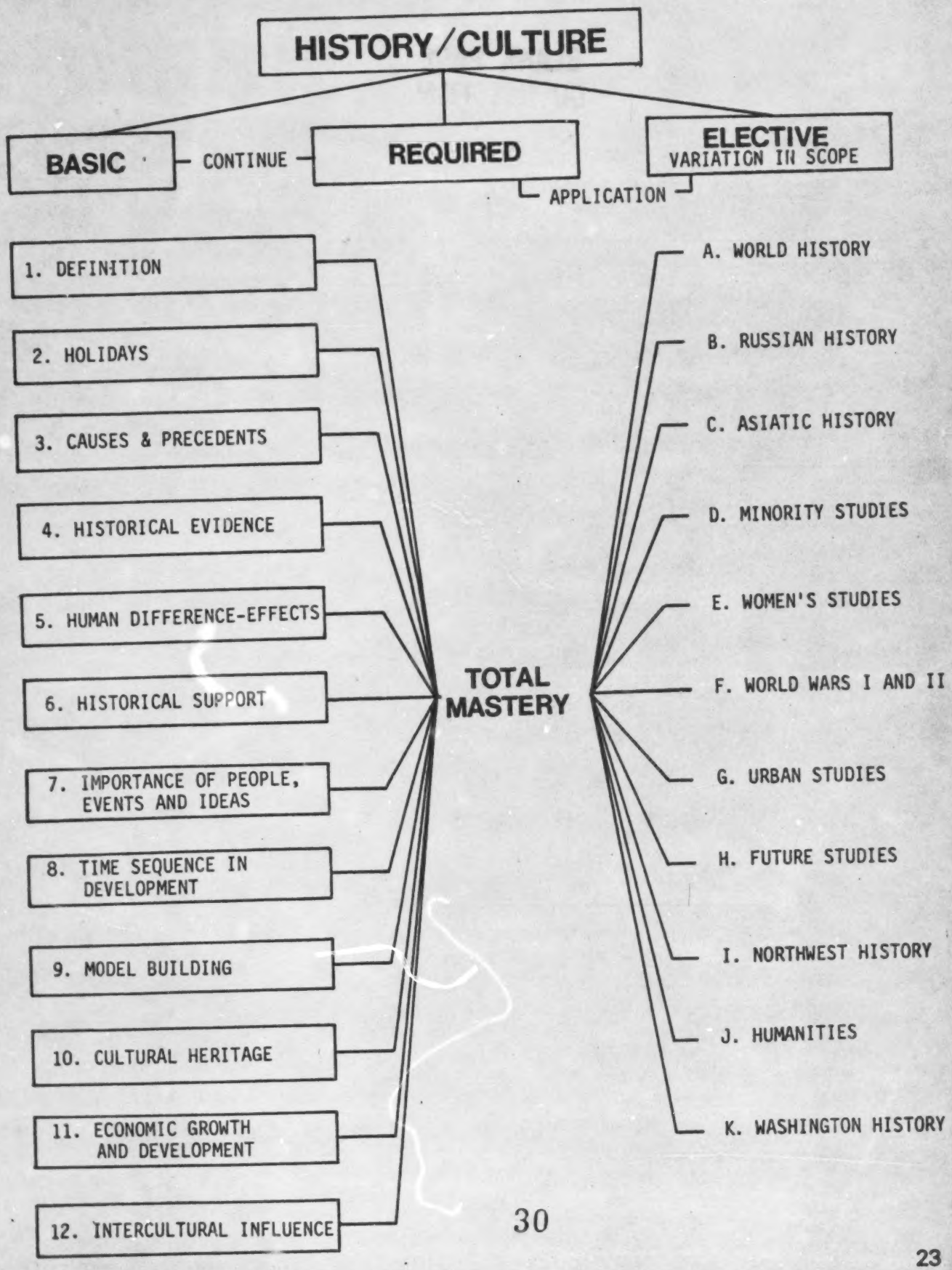
8. DEFINITION
9. SOCIOLOGICAL METHODS
10. TERMINOLOGY
11. CULTURE COMPARISON
12. SELF ACTUALIZATION
13. INSTITUTIONS
14. PROBLEM SCOPE
15. COMMUNITY RESOURCES
16. CLASS STRUCTURE
17. STATUS IDENTIFICATION
18. MOBILITY
19. ALTERNATIVE STATUS CRITERIA

HISTORY/CULTURE

In a sense history has been the traditional center of the Social Studies. There have, therefore, been no attempts in the report to diminish the importance of history. Rather, there has been an effort to emphasize the importance of all subdisciplines within the Social Studies.

The importance of history remains undiminished. There are specific history goals within most of competencies identified in the other Social Studies subdisciplines (e.g., heritage in self concept). Most of the competencies identified in this document can be taught within the context of history. In addition, the traditional values, knowledge and concepts associated with history have been identified and maintained in this subdiscipline.

It is anticipated that history is and will continue to be supplemented by and to act as supplement to other "subject matter" areas within the curriculum, especially to reading and literature within the language arts program.


HISTORY/CULTURE
BASIC
CONTINUE
REQUIRED
ELECTIVE
VARIATION IN SCOPE
APPLICATION
1. DEFINITION
2. HOLIDAYS
3. CAUSES & PRECEDENTS
4. HISTORICAL EVIDENCE
5. HUMAN DIFFERENCE-EFFECTS
6. HISTORICAL SUPPORT
7. IMPORTANCE OF PEOPLE, EVENTS AND IDEAS
8. TIME SEQUENCE IN DEVELOPMENT
9. MODEL BUILDING
10. CULTURAL HERITAGE
11. ECONOMIC GROWTH AND DEVELOPMENT
12. INTERCULTURAL INFLUENCE
TOTAL MASTERY
A. WORLD HISTORY
B. RUSSIAN HISTORY
C. ASIATIC HISTORY
D. MINORITY STUDIES
E. WOMEN'S STUDIES
F. WORLD WARS I AND II
G. URBAN STUDIES
H. FUTURE STUDIES
I. NORTHWEST HISTORY
J. HUMANITIES
K. WASHINGTON HISTORY

9TH GRADE PROGRAM GUIDE

COURSES

SEMESTER A: UNITED STATES HISTORY
CIVIL WAR THROUGH WORLD WAR I

SEMESTER B: WASHINGTON HISTORY AND CULTURE

STUDENTS MAY TAKE SEMESTERS IN REVERSE ORDER

INTRODUCTION TO THE 9TH GRADE SECTION

The goals and objectives, the competencies, identified in this guide, are important to the District Social Studies program. Together with the students and the teachers, they form the essential elements of the program. The textual, support, and supplementary materials provided one tools to assist the student and teachers helping the students, to arrive at the stated goals and objectives or competencies found in this guide.

The 9th grade year is the year of mastery for most of the 76 goals or competencies identified as basic to Social Studies Education in the Spokane School District. For a schematic diagram and a brief discussion of the importance of these goals and their fit into the program see the lilac pages of this guide. Those goals listed in the first column are basic and "mastered" in or by the 9th grade level. They have been broken into component parts and sequenced at each grade as appropriate in the primary (K-3), intermediate (3-6) and the junior high school (6-9) program guides. These sequences should lead to mastery at the 9th grade level. The required goals (column 2 on the schematics in the lilac pages) indicate how the remainder of secondary education will build upon the compentencies students have mastered at the 9th grade level.

Not all the 76 competencies are slated for mastery at the 9th grade level. The listing of those goals and objectives which follows in this section will identify those competencies which have been mastered previously (i.e., in the 7th or 8th grade) and should be usable at the 9th grade level. There are also a few competencies for which mastery has been delayed until later in the secondary program.

The charts and schematics, or appropriate resource material, which may be necessary to some of the competency statements will be exemplified where applicable. Such charts and schematics (etc.) should be considered as examples; alternatives are possible and permissible. However, these charts and schematics have appeared in the previous guides and students are likely to be more familiar with those provided in the beginning.

For a complete picture of the sequence identified to achieve mastery at the 9th grade level, please see the Junior High Program Guide. That guide will provide a detailed breakdown of each goal into its component parts and the 6-9 sequence identified to achieve mastery of each goal and its components. In addition the resources provided by the District to assist in reaching these goals and objectives are more specifically identified goal-by-goal in the Junior High School Program Guide. A copy of the Junior High School Program Guide, and of this guide, should be available in each building.

1. MASTERY - 9TH GRADE.

Students will be able to describe the concept of a positive self-image in terms of heritage (i.e., national, ethnic and familial), sex, and individual skills or talents, interests and aspirations. (Positive identification is taken to mean acceptance or pride rather than downgrading or depreciating self in these aspects.)

NOTE

A. "Love your neighbor AS YOU LOVE YOURSELF." The "teaching"/learning of this competency is one of the most basic functions of education and, as such, forms in part the definition of the role of "teacher."

B. The learning of this competency is seen as continuous throughout the entire formal educational process. Teachers will help learners at all levels to establish a positive self-image as occasions arise. In addition, the following Social Studies sequence should provide classroom opportunities for individual and mutual self concept enhancement.

C. Mastery of the competency as stated -- coordinate and review to achieve mastery. (Achievement of positive self-image or concept as life-long process, but a description of this as a goal is possible at the 9th grade level of maturity)...(students should also be able to describe how to achieve a positive self concept, but is not a required part of this competency.)

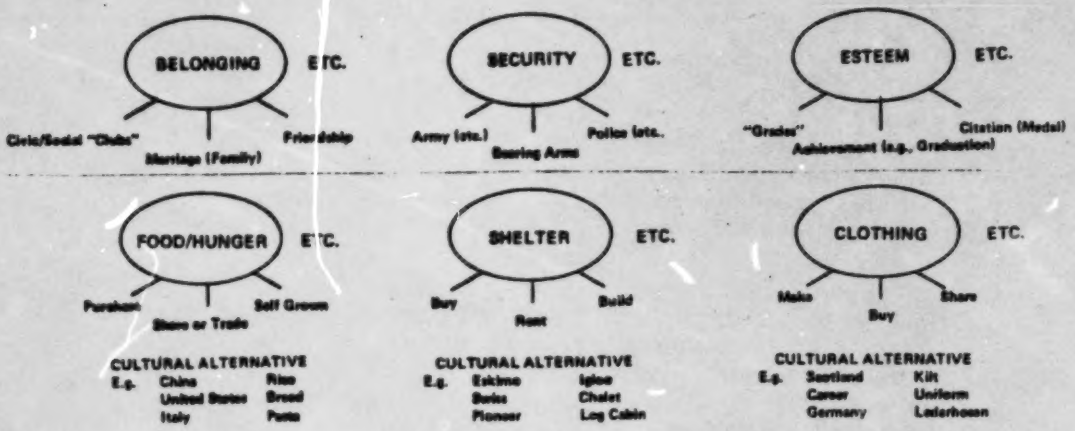
2. MASTERY - 9TH GRADE.

Students will be able to identify alternative personal aspirations and to explain why these aspirations are important. Students will be able to distinguish between immediate (this class, tomorrow, etc.) aspirations, and long range (career, life, etc.) aspirations.

A. Students will be able to identify values and goals that could influence individual decisions.
B. Students will be able to establish and select those intermediate or enabling objectives appropriate or needed to achieve those aspirations or goals to be attempted.
C. Students will be able to identify the knowledge or skills possessed and/or needed to achieve those objectives and aspirations selected by the student. Students will also be able to identify the means to acquire needed skills.
D. Students will be able to select realistic aspirations in terms of benefit to the student and/or to society.

3. MASTERY - 9TH GRADE.

Students will be able to identify and to explain basic common human needs. Students will be able to illustrate, in chart form, three alternative ways in which people(s) can provide for the satisfaction of these needs in a manner acceptable to the society or community in which the people(s) live.



4. MASTERY - 9TH GRADE.

Students will be able to explain how basic human rights and responsibilities arise out of common human needs.

NOTE

Coordinate with Goals 1 and 3 above. See also Political Science Goal No. 1.

5. MASTERY - 9TH GRADE.

Students will be able to explain how conflict may arise among people(s) as they seek to provide for the satisfaction of their needs and be able to show alternative ways such conflicts might have been or might be resolved.

NOTE

This goal or competency should be coordinated with the other need goals: Self Concept/Psychology Goals 3 and 4; Judgment Criteria, Goals 2, 7 and 8; Sociology/Anthropology, Goals 2, 3, 4, 5 and 7; History/Culture, Goal 5.

6. MASTERY - 9TH GRADE.

Students will be able to list and/or to explain alternative ways in which personal needs and conflicts can be resolved.

NOTE

A. Students should be able to select two alternative methods of resolving personal needs or conflicts in a given case study and to explain the consequences of each choice. (Case studies may be taken from history--e.g., Nathan Hale, Hamilton/Burr, etc.)

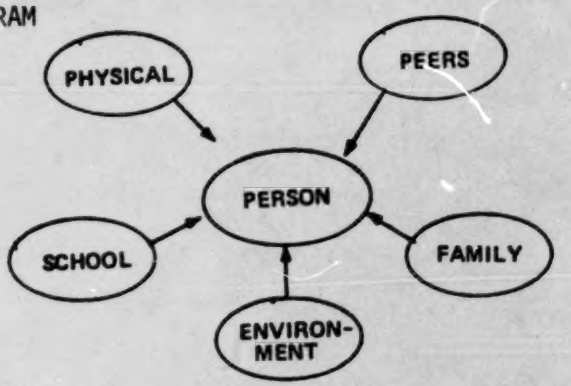
B. This goal should be coordinated with Judgment Criteria, Goal 7.

7. MASTERY - 9TH GRADE

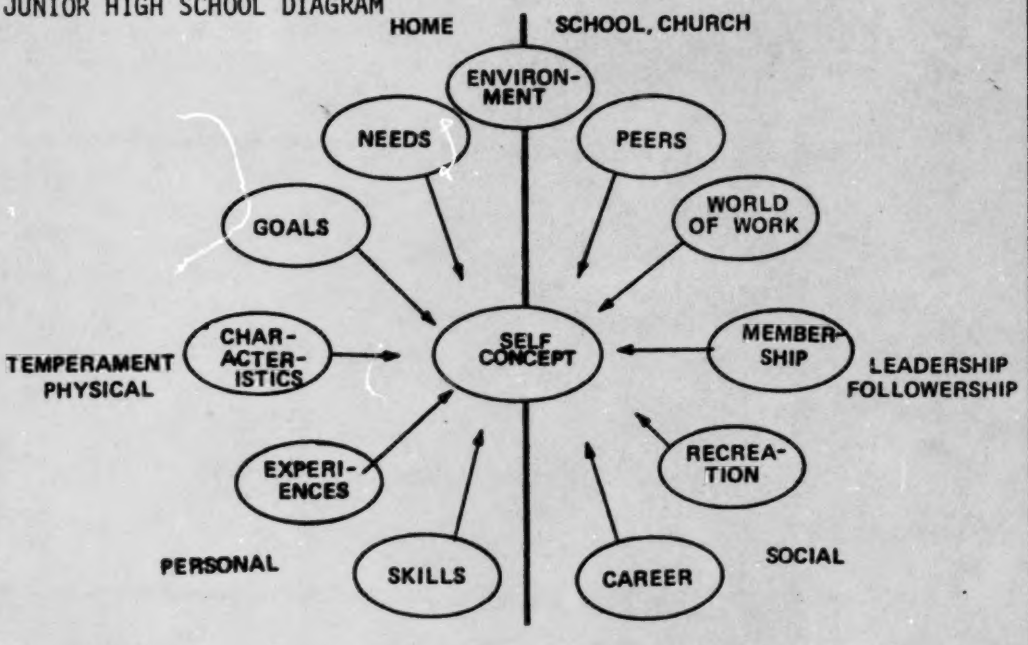
Students will be able to draw and explain a schematic (ven) diagram showing how and why people differ.

NOTE

A. ELEMENTARY DIAGRAM



B. JUNIOR HIGH SCHOOL DIAGRAM



C. Care must be taken to avoid over generalization and stereotyping.

1. MASTERY - SEE NOTES A AND B BELOW.

Listening Skills - Students will be able to list a minimum of six of the nine listening skills listed herein, and to give an example of the appropriate use of each skill so listed.

A. Listen (observe) with a purpose
B. Listen attentively and respectfully
C. Identify the sequence of ideas presented and select the (most) important ideas.
D. Ask appropriate questions to clarify points or issues
E. Reserve judgment until the entire idea is heard
F. Take notes while continuing to listen
G. Summarize or paraphrase what has been said/heard
H. Respond in context on what has been heard
I. Build upon ideas which have been stated.

NOTE

A. The Social Studies shares the responsibility for this skill and its components with several of the discipline areas. The skill and its components are introduced early in the educational process and must be continually and continuously monitored and reinforced throughout the years of formal education. MASTERY of this skill and its components rest in the ability to use the skill or component when so required, not in the automatic use in each and every circumstance.

B. Component A to be mastered at the 9th grade level.
Component B to be mastered at the 9th grade level.
Component C to be mastered at the high school level.
Component D to be mastered at the high school level.
Component E to be mastered at the high school level.
Component F to be mastered at the high school level.
Component G to be mastered at the 9th grade level.
Component H to be mastered at the 7th grade level.
Component I to be mastered at the high school level.

2. MASTERY - SEE NOTES A AND B BELOW.

Discussion Skills -

A. Students will be able to identify the type and/or level of discussion (e.g., idea, fact, or opinion-sharing, problem-solving, planning, etc.).

B. Students will be able to demonstrate the procedural skills of group discussion by:

1. Speaking for and with a purpose
2. Speaking with respect
3. Asking others to express their views and accepting those views (etc.) without censure
4. Interacting in various capacities (e.g., leader, supporter, clarifier)
5. Asking for clarification and/or elaboration when needed
6. Accepting a share of responsibilities and credit, and being supporting of the group and group decisions
7. Ending a discussion when resolution has been achieved.

NOTE

A. The Social Studies shares the responsibility for this skill and its components with several of discipline areas. The skill and its components are introduced early in the educational process and must be continually and continuously monitored and reinforced throughout the years of formal education. Mastery of this skill and its components rests in the ability to use the skill or component when so required, not in the automatic use in each and every circumstance.

B. Component A to be mastered at the high school level
Component B-1 to be mastered at the 9th grade level
Component B-2 to be mastered at the 8th grade level
Component B-3 to be mastered at the 8th grade level
Component B-4 to be mastered at the 9th grade level
Component B-4 to be mastered at the 9th grade level
Component B-5 to be mastered at the 9th grade level
Component B-6 to be mastered at the 9th grade level
Component B-7 to be mastered at the 9th grade level

C. Social Studies Skills, Goals No. 1 and 2, should be integrated where possible. Where there is a listener, usually there is a speaker and visa versa.

D. Please check the Junior High School Program Guide for more specific detail.

3. MASTERY - SENIOR HIGH SCHOOL.

Reporting Skills - Students will be able to write and/or to present oral reports according to specified criteria:

A. Demonstrate completion of research and preparation
B. Follow or give directions clearly and accurately
C. Use appropriate aids for communicating information (e.g., charts, graphs, tables, illustrations, models, etc.)
D. Use a systematic format and/or approach (e.g., outline).

NOTE

A. The Social Studies shares the responsibility for this skill and its components with several of the discipline areas. The achievement of mastery is anticipated to be a cooperative effort.

B. The individual components of this competency goal should be mastered enough so that at the 9th grade level students can integrate and coordinate the components so that the overall competency can be achieved at the High School level.

4. MASTERY - IDENTIFIED IN COMPONENT SKILLS 5 THROUGH 8.

Problem-Solving Skills - Students will be able to identify and select a problem for investigation, and be able to demonstrate a systematic progress for the study of that problem to arrive at potential solution(s) for the resolution of the problem selected.

NOTE

This competency is not independently sequenced. Competencies 5 through 8 are components, or enabling skills, and are sequenced accordingly.

5. MASTERY - 9TH GRADE.

Identification and Selection - Students will be able to identify and select a problem or issue for investigation:

A. Students will be able to limit and/or clarify the problem or issue for the purpose of their investigation
B. Students will be able to identify and explain the components or contributing factors involved in the problem or issue
C. Students will be able to make a choice or a selection and to give reasons for that choice or selection.

NOTE

This skill and its components are directly and indirectly a part of many skills in the Social Studies programs and throughout all parts of the District program. It is sequenced in the Social Studies program so that all the components come together at the 9th grade level.

6. MASTERY - SEE NOTES A AND B.

Data Gathering and Research Skills - Students will be able to select a problem or issue for investigation and as a (classroom) group design and plan a process of investigation for that selected problem or issue. Students will be able to:

A. Participate as a member of a group in identifying, locating and using a variety of sources to gain information on the problem or issue.
B. Individually locate and use print and nonprint sources of information.
C. Use, individually, a variety of at least three sources to acquire information (e.g., authorities, interviews and surveys, case studies, statistical data, systematic observation, and/or personal experience, etc.).
D. Assess the authenticity of the sources of information (i.e., to check the author's reputation for knowledge, background, bias, etc.).
E. Organize information collected (i.e., differentiate fact from opinion, identify cause and effect, and summarize and categorize information).
F. Contribute to the formation of questions which will help lead to the answer(s) needed to resolve the problem or issue.
G. Use summarized information to draw conclusions, offer solutions to problems, clarify issues, make predictions, or use as a guide to further investigation.
H. To modify solutions to problems or issues in light of new factors or considerations.

NOTE

A. The Social Studies shares the responsibility for the development of this skill and its components with several of the discipline areas. Social Studies provides one of the contexts within which the skill(s) can be achieved.

B. Component A to be mastered at the 9th grade level
Component B to be mastered at the 9th grade level
Component C to be mastered at the high school level
Component D to be mastered at the high school level
Component E to be mastered at the high school level
Component F to be mastered at the high school level
Component G to be mastered at the high school level
Component H to be mastered at the high school level

C. Those components which have been scheduled for high school mastery have been sequenced beginning with activities at the 4th grade level. By the 9th grade, students will have some usable skills and efforts should begin to coordinate the components into workable study plans.

D. Be sure to see the Junior High School Program Guide for details on the sequence of the components.

7. MASTERY - SEE NOTES A AND B.

Organization of Data - Students will be able to organize information into a meaningful system. Students will be able to:

A. Use accurately conventional systems and terms for labeling or naming objects, materials, information, ideas, categories, etc.
B. Record information in a variety of ways (e.g., written notes, tape recordings, etc.).
C. Demonstrate that classifying is a way of sorting and organizing information so that things which have common characteristics are found together.
D. Order similar objects or pieces of information in sequence according to differences or similarities in an observable property (e.g., by size, shades of color, etc.), by importance and/or impact potential, by logic, or by value intensity or density (i.e., strength of value or number of people holding the value).
E. Summarize information contained in available data
F. Make logical estimates based on available information and revise or adjust such estimates when appropriate

NOTE

A. Although individual components of this competency may be achieved at the 9th grade level, the skill or organizing data as stated should not be anticipated below the senior high school level of maturity.

B. Component A to be mastered at the 7th grade level
Component B to be mastered at the High School level
Component C to be mastered at the 8th grade level
Component D to be mastered at the High School level
Component E to be mastered at the 9th grade level
Component F to be mastered at the High School level

C. By the high school level students will have some usable skills and some degree of efficiency in others. Ninth grade students should be able to coordinate components into effective data-gathering or research.

8. MASTERY - HIGH SCHOOL.

Critical Thinking - Students will be able to interpret information. Students will be able to:

A. Decode for meaning and accuracy, information from printed words, numerical symbols, graphic representations and/or schematic models.
B. Relate cause and effect accurately and adequately for a given situation.
C. Demonstrate a way of refining the accuracy and usefulness of comparison and discrimination, and that these skills are key processes at all stages of inquiry and problem-solving.
D. Draw logical inference from observations or representation (etc.).
E. Demonstrate that analysis is the study of a body of information by systematic examination of the parts and the relationship between or among the parts.
F. Students will be able to use effectively standardized or conventional criteria for organizaing and interpreting information and to test the validity of data against such specified criteria.
G. Formulate logical generalizations from available data, and will be able to withhold judgment or final conclusions until adequate information has been validated.

NOTE

A. The junior high school student typically expands the majority of energy growing physically and socially. Mastery of mental growth of the kind specified by this objective is beyond the energies of most junior high school students except on an ad hoc or elective basis. It is therefore recommended that this competency and its components be at rest in the junior high school years and reintroduced for mastery at the senior high school level.

B. This skill has been sequenced K-6. The skills acquired through the 6th grade should be used and reinforced through the 9th grade. Non-mastery should not imply that no opportunity for growth should be provided. Thought and thought processes are an essential part of education at all levels.

9. MASTERY - HIGH SCHOOL.

Systematic Decision-Making and Planning - Students will be able to act on the basis of information...i.e., to make decisions. Specifically, students will be able to:

A. Identify, explain and use the steps in problem-solving to arrive at solution(s) to (given) expected or unexpected problems--i.e., problem identification and clarification, resource identification, need assessment, alternative identification, alternative feasibility analysis, selection, planning and action.
B. Establish criteria from which to judge alternative solutions appropriate to the problem under study (see also section on judgment criteria).
C. Select and to explain the selected alternative in terms of benefit as a resolution for the problem under study, and in terms of the criteria for such resolution.
D. Participate fully in the setting, planning, and achievement (evaluation) of the decision(s) made.

NOTE

A. Components A-C complete cycle from skills 4-9. The component or enabling skills have been addressed in skills 5-8.

B. Component D will be addressed more fully in skill No. 10 following.

10. MASTERY - 9TH GRADE.

Students will be able to identify, explain, and participate in the commonly accepted procedures of group formal decision making:

A. Committees
B. "Parliamentary" procedure
C. Compromise
D. Consensus
E. Legislative action.

NOTE

Mastery of this competency goal as stated is anticipated at the 9th grade level with the exception of participation in the legislative process. Those few who serve in student body government and activity may achieve participation to some degree.

11. MASTERY - HIGH SCHOOL LEVEL.

Students will be able to identify and explain (or illustrate) those social interaction skills which allow one to become and remain a member of a group (see also Self Concept/Psychology and Sociology/Anthropology):

Common background -- identity
Acceptance, tolerance -- friendliness
Cooperation, participation
Loyalty

NOTE

Mastery of this skill and its components is not anticipated below the senior high school level. However, all components should be integrated and coordinated at the 9th grade to anticipate mastery.

1. MASTERY - 9TH GRADE.

Students will be able to identify at least five criteria by which a choice or judgment might be made and to compare the relative importance of the selected criteria in a (given) specific circumstance.

(E.g., beauty, cleanliness, commitment, concern for others, consistency, dedication, duty, efficiency, equality, free enterprise, freedom, function, growth, honesty, integrety, justice, loyalty, morality, needs, pleasure, power, profit, progress, promptness, religion, responsibilities, safety, satisfaction, security, self interest, self preservation, stability, tradition, truth, want.)

CAUTION

The area of judgment criteria is an area which involves attitudes and values. Teachers should emphasize positive values whenever possible. Care must be taken to avoid indoctrination of any kind. Values held are the responsibility of the home and as the students grow older, the responsibility of the individual student. Values as discussed in school should be neither promoted nor disparaged. School responsibility should be to help students recognize the values they hold and to learn how to use those values in the decision-making processes. Students also need to know and accept the fact that others may hold alternative values or alternative priorities different from their own. Finally, students do need to know a process whereby values can be or are developed.

2. MASTERY - 8TH GRADE.

Students will be able to identify objects, feelings and ideas important to people in different places and at different times and to explain why some things are valued more in some places and times than in others.

NOTE

A. See the CAUTION above.

B. This skill is usable at the 9th grade level. Reinforce as appropriate within the historical content of the 9th grade program.

3. MASTERY - 9TH GRADE.

Students will be able to identify and describe some influences which groups (e.g., family, peer, cub scouts) and institutions might have on individual behavior (e.g., choice of clothes, food, language, recreation, and attitudes toward other people and institutions) and to compare these influences with those in other cultures.

NOTE

Coordinate this goal with the goals of economics, Sociology/Anthropology and History/Culture.

4. MASTERY - 9TH GRADE.

Students will be able to identify alternative responses to a dilemma situation, consider the possible consequences of each response, and select and defend a position on one of those responses.

NOTE

To avoid invasion of privacy (etc.), cases studied or situations from the historical content should be used (e.g., Nathan Hale, the Missouri Compromise, etc.).

5. MASTERY - 8TH GRADE.

Students will be able to explain the meaning and implication of equal access to opportunity.

NOTE

A. This competency, although mastered in the 8th grade, needs reinforcement and commitment at all levels of education, as indicated by Title IX and Affirmative Action programs.

B. Care must be taken to avoid racial and sexual bias, discrimination and reverse discrimination, in all respects. Conscious efforts need to be made to insure positive attitudes by all concerned.

6. MASTERY - 8TH GRADE.

Students will be able to identify value, thought so essential for group or community well being, that they have been made into law.

NOTE

This competency will be mastered at the 8th grade level through the study of the United States Constitution. However, the historical content and the You and Law unit of the 9th grade program offer an excellent opportunity to reinforce this skill.

7. MASTERY - 9TH GRADE.

Students will be able to identify sources of help for the resolution of personal conflicts or needs to be used if or when needed.

NOTE

A. In general this knowledge will be transmitted during orientation during the early part of the year and periodically reinforced as needed during the school year. If extra help is needed on a class-wide basis use case studies or examples to avoid invasion of privacy or embarrassment to any individual student.

B. See Junior High Program Guide for details of previous coverage.

8. MASTERY - 9TH GRADE.

Students will be able to discuss alternative ways of providing for the continuance of the world's resources and for the reasoned use of those resources for the benefit of all living beings.

NOTE

See Junior High Program Guide for details and resources of previous study.

9. MASTERY - 8TH GRADE

Students will be able to identify and explain the moral and legal responsibilities inherent in a contractual agreement as binding both, or all, parties to the contract. The contract may be written or oral. Each student will also be able to state the moral, legal, social, and/or economic (etc.) consequences apt to occur for failure to "live up to" or achieve the terms of the contract.

NOTE

This competency is not concerned about the specific content of contracts. It is intended to include all kinds of contracts from simple promises and verbal agreements to multi-national treaties and agreements.

1. MASTERY - 9TH GRADE.

All students will be able to list, in chart form, and give the effects of five alternative ways of taxation. Each student will be able to DECIDE which federal income tax form would be of most benefit to them -- given the current income and life style of family "A" and family "B."

NOTE

See Junior High School (6-9) Program Guide for component details and specific resources.

2. MASTERY - 9TH GRADE.

Students will be able to plan one month's budget. The budget plan generated shall give evidence of having considered taxes, insurance, credit payments, personal and/or family needs, and savings. Students may choose source and amount of income up to $750.

NOTE

See Junior High School (6-9) Program Guide for component details and specific resources.

3. MASTERY - 9TH GRADE.

Students will be able to compare three ways of financing a major personal purchase, and to select the one best suited to the student's purpose and desired economic status.

NOTE

See Junior High School (6-9) Program Guide for component details and specific resources.

4. MASTERY - 9TH GRADE.

Students will be able to plan their buying for one week from sales and newspaper advertising. Each student will be able to itemize, compare, and distinguish between and/or among best buys and explain or give reasons for the selections made (e.g., unit pricing).

NOTE

See Junior High School (6-9) Program Guide for component details and specific resources.

5. MASTERY - 9TH GRADE.

Students will be able to compare five ways to invest "saved" money, select the one most appropriate to the student's desired way of life, and give reasons for the selection (e.g., savings account, real estate, insurance, loans, stock and bonds, art and collections, etc.).

NOTE

See Junior High School (6-9) Program Guide for component details and specific resources.

6. MASTERY - 9TH GRADE.

Students will be able to identify and list not less than five characteristics of an effective employee and of an effective employer. For each characteristic listed, the student will be able to describe the characteristic and explain its inclusion and importance.

NOTE

A. Sample list of characteristics: Communication, conflict resolution, decision-making ability, support of coworkers, motiviation of self, motivation of coworkers, ability to handle or balance pressure, attendance, promptness, assuming responsibility for self, materials, and actions, honesty, enthusiasm, ability to follow through on directions, initiative, teachability/learnability, doing the best job possible (dedication), attitude, use of time, knowledge/experience, ambition, long-term employment, potential, etc.

B. In some respects this is a human relations skill, thus the specific characteristics may be more applicable in some instances than in others.

C. See Junior High School (6-9) Program Guide for component details and specific resources.

7. MASTERY - 9TH GRADE.

Students will be able to identify and state the benefits and problems of belonging to an appropriate union, professional organization, or management association. For each benefit stated, the learner will be able to explain the source and importance of that benefit. For each problem, the student will be able to identify and explain the source or reason for that problem.

NOTE

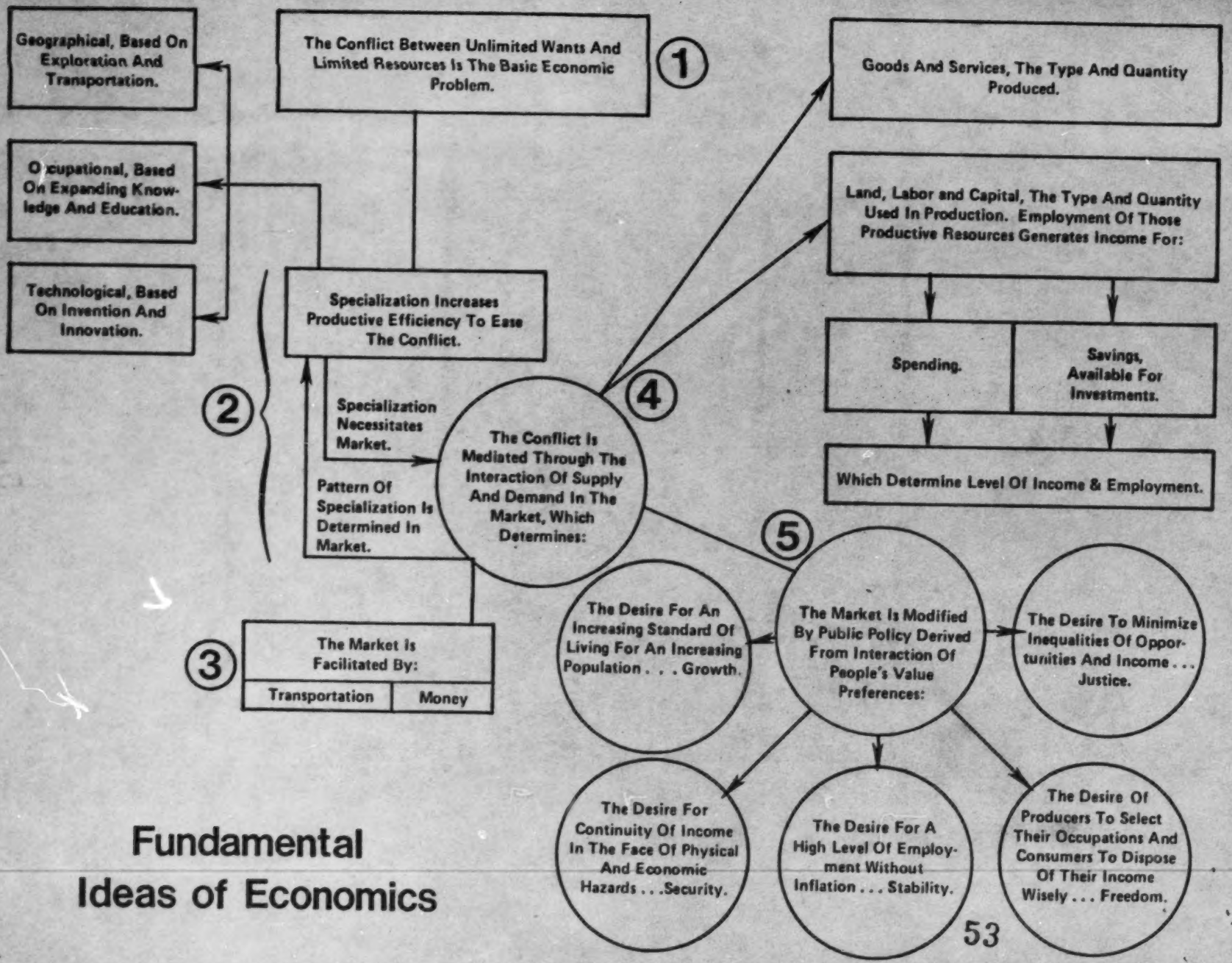
See Junior High School (6-9) Program Guide for component details and specific resources.

8. MASTERY - 9TH GRADE.

Students will be able to explain by some visual means (chart, graph, illustration, series or flip charts) the manner in which prices on a specific commodity or service is set by the market system in a money standard economy. The explanation must take into account the factors of scarcity, supply and demand, employment, factors of production and distribution, market fluctuation, taxes, profit and loss. (Sample specific commodity or service: canning jar lids, a gallon of gas, a toaster, a new house, an electrician's hour.)

NOTE

Students will have studied two different charts - one at the elementary level and one at the junior high school level. The charts have been sequenced in the program guide for each level - the completed form is illustrated on the following pages.


Geographical, Based On Exploration And Transportation.
Occupational, Based On Expanding Knowledge And Education.
Technological, Based On Invention And Innovation.
The Conflict Between Unlimited Wants And Limited Resources Is The Basic Economic Problem.
1
Specialization Increases Productive Efficiency To Ease The Conflict.
2
Specialization Necessitates Market.
Pattern Of Specialization Is Determined In Market.
The Conflict Is Mediated Through The Interaction Of Supply And Demand In The Market, Which Determines:
3
The Market Is Facilitated By:
Transportation
Money
4
Goods And Services, The Type And Quantity Produced.
Land, Labor and Capital, The Type And Quantity Used In Production. Employment Of Those Productive Resources Generates Income For:
Spending.
Savings, Available For Investments.
Which Determine Level Of Income & Employment.
5
The Market Is Modified By Public Policy Derived From Interaction Of People's Value Preferences:
The Desire For An Increasing Standard Of Living For An Increasing Population . . . Growth.
The Desire To Minimize Inequalities Of Opportunities And Income . . . Justice.
The Desire For Continuity Of Income In The Face Of Physical And Economic Hazards . . .Security.
The Desire For A High Level Of Employment Without Inflation . . . Stability.
The Desire Of Producers To Select Their Occupations And Consumers To Dispose Of Their Income Wisely . . . Freedom.

Fundamental Ideas of Economics

CHART LEGEND

FUNDAMENTAL IDEAS OF ECONOMICS

(1) The central idea of economics is the scarcity concept, name, that every society faces a conflict between unlimited wants and limited resources.

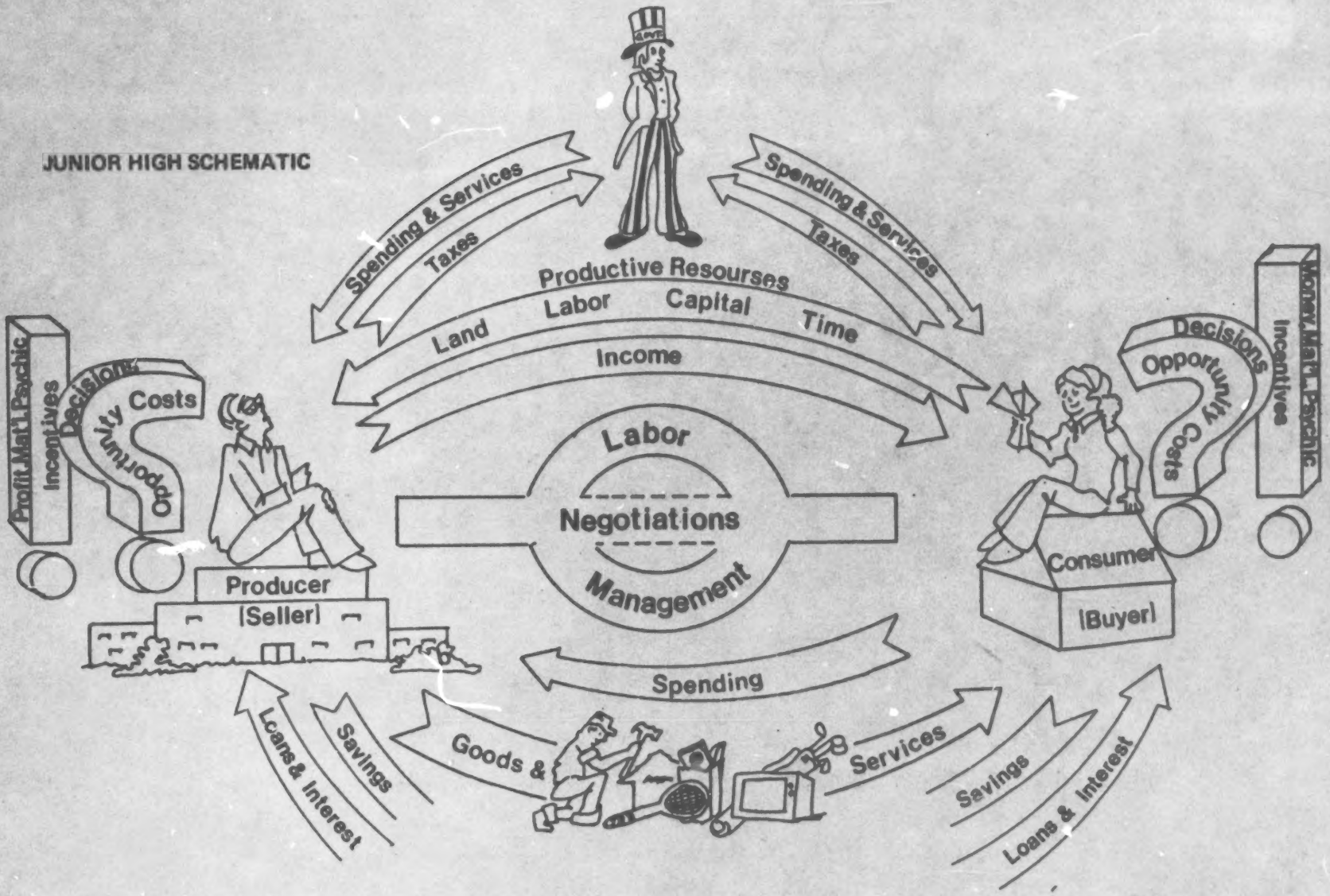
(2) Out of the scarcity concept a family of ideas emerge. Because of scarcity, man has tried to develop methods to produce more in less time, or more with less material and in shorter time. Various types of specialization were discovered in order to overcome the conflict between unlimited wants and limited resources. We specialize geographically, occupationally, and technologically.

(3) Because of specialization, we are interdependent; interdependence necessitates a monetary system and a transportation system.

(4) Men had to discover an allocating mechanism and this is the market, where through the interaction of buyers and sellers price changes occur. Prices determine the pattern of production, the methods of production, income distribution, and the level of spending and saving, which, in turn, decide the level of total economic activity.

(5) The market decision is modified by public policies, carried out by the government, to assure welfare objectives. These welfare objectives are determined in the United States through the political interaction of 200 million people that generates thousands of welfare objectives that can be reduced to five: attempts to accelerate growth, to promote stability, to assure economic security, to promote economic freedom, and to promote economic justice.

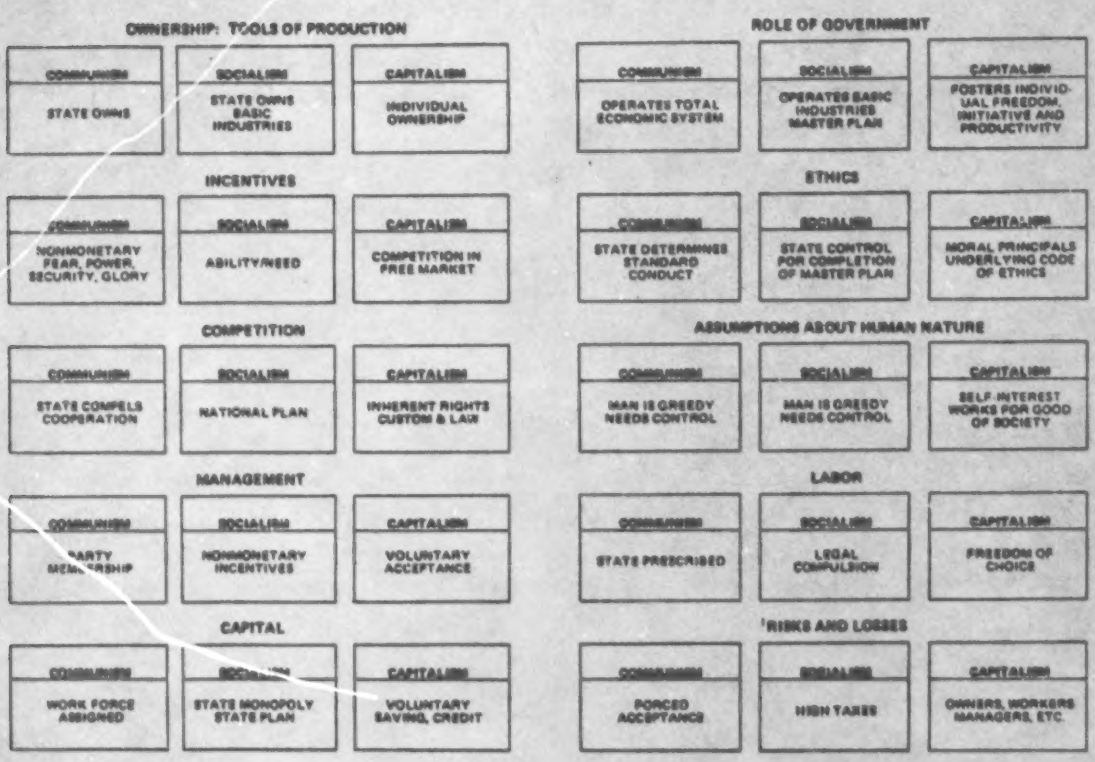
JUNIOR HIGH SCHEMATIC



9. MASTERY - 9TH GRADE.

Students will be able to synthesize in visual form (chart, graph, or illustration) the concepts of socialism, communism and capitalism, in terms of the goals, the effects, and the incentives of each.

SAMPLE CHARTS



NOTE

See Junior High (6-9) Program Guide for component details and specific resources.

10. MASTERY - 8TH GRADE.

Students will be able to explain the techniques, the purposes, and the effects of advertising on the consumer (etc.) within our economic system.

NOTE

See Junior High School (6-9) Program Guide for component details and specific resources.

1. MASTERY - 9TH GRADE.

Students will be able to locate themselves physically in relation to the major points of interest/activity within the Spokane Metropolitan Area and the pacific northwest (i.e., Washington, Oregon, Idaho, Montana). The student will be able to give accurate directions, giving the most efficient route to arrive at a specified destination.

NOTE

See Junior High School (6-9) Program Guide for component details and specific resources.

2. MASTERY - 8TH GRADE.

Students will be able to define and identify the natural geographic features of the earth by sketching or identifying pictures of those features and relating the picture to the appropriate geographic term and symbol (paper mache, etc., constructions also fulfill this competency).

NOTE

This skill is usable and a student/teacher resource at the 9th grade level. Reinforce as needed.

3. MASTERY - 8TH GRADE.

Students will be able to read a map and/or globe by identifying the symbols which represent people-made features. Each student will be able to locate these features by the nearest longitude and latitude and/or the grid system, identification pattern, of a selected map.

NOTE

This skill is usable and a student/teacher resource at the 9th grade level. Reinforce as needed.

4. MASTERY - 8TH GRADE.

Students will be able to measure distances between geographic features (natural and/or people-made) on a selected map or globe within the accuracy of ½ of one unit of the scale. (E.g., if 1 inch = 100 miles, accuracy for total distance must be within 50 miles.)

NOTE

This skill is usable and a student/teacher resource at the 9th grade level. Reinforce as needed.

5. MASTERY - 9TH GRADE.

Students will be able to predict from a map and/or globe which shows elevation and longitude and latitude:

A. The basic climate of a designated area.
B. The status of the culture of the people living in that area. Each student will be able to verify those predictions from appropriate existing maps, and to account for the discrepancies between prediction and the actual situation.

NOTE

A. Students will have mastered many of the component skills from 8th grade geographical studies in the Social Studies and Earth Science programs.

B. See Junior High School (6-9) Program Guide for component details and specific resources.

6. MASTERY - 9TH GRADE.

Students will be able to draw or construct a "scaled" map which shows the location of the student's individual routine monthly activities, (e.g., learning, shopping, eating, playing, worshiping, etc.) and the routes to and from those activities.

NOTE

See Junior High School (6-9) Program Guide for component details and specific resources.

7. MASTERY - 9TH GRADE.

Students will be able to discuss (hypothesize) about the natural environment (ecology) of the Spokane River Valley, within 20 miles in all directions from the falls, as it might have been if it were unmodified by people, in terms of life, habitat, and support. The student will be able to show why this is an area which people might select for permanent residence, and to evaluate the effects of people as those effects exist today.

NOTE

Coordinate with other geographic skills and please see the Junior High School (6-9) Program Guide for component details and specific resources.

8. MASTERY - 9TH GRADE.

Students will be able to read a demographic map and compare it to maps of natural features, and maps of natural resources. From such data, the student will be able to explain or give reasons for the population density of any given area of the earth's surface.

NOTE

See Junior High School (6-9) Program Guide for component detail and specific resources.

9. MASTERY - 9TH GRADE.

Students will be able to name three ways maps are purposely distorted and to explain or give reasons for those distortions.

NOTE

See Junior High School (6-9) Program Guide for component detail and specific resources.

10. MASTERY - 9TH GRADE.

Students will be able to trace the route of any given explorer or historical figure on a map or globe. Each student will be able to state the motives of the explorer, the reasons why the particular route was chosen, and be able to describe the conditions of any given point along that route.

NOTE

See Junior High School (6-9) Program Guide for component detail and specific resources.

11. MASTERY - 9TH GRADE.

Students will be able to identify the sources of the necessary raw materials for the major Spokane industrial (commercial) enterprise of the student's choice. The student will be able to identify the distribution centers and routes to those centers for the finished products of that enterprise. The student will be able to give reasons for those centers and routes. (The sources of materials, the centers of distribution and the routes may be actual or potential, but they must be real.)

NOTE

A. This skill is a summary of all the other geographic skills.

B. Please see the Junior High School (6-9) Program Guide for component detail and specific resources.

1. MASTERY - 9TH GRADE.

Students will be able to explain the differences between a right, a freedom, and a license or privilege and be able to identify the source of each. Each student will be able to list, in chart form, six freedoms, six rights, and six privileges (licensed). For each freedom listed, the student will list a corresponding responsibility (which, if not accepted or lived up to, will either limit or deny the freedom). In like manner, for each right listed, the student will list a corresponding duty, and for each privilege or license, a corresponding obligation.

NOTE

A. Students have learned and discussed the following information about the components of this skill.

B. See Junior High School (3-6) Program Guide for component detail and specific resources.

PRIVILEGE OR LICENSE:

To drive (pass test)
To practice medicine (medical school)
To teach (4 years college - diploma)
To marry (sufficient maturity)
To build a house (plan or blueprint)
To be a plumber (apprenticeship)
To hunt and/or fish (practice)

Etc.

OBLIGATION:

To drive safely or carefully
To save lives and ease or cure pain
To facilitate learning - provide opportunity
To love, honor, and cherish
To build safely and in harmony with environs
To plumb according to code
To avoid exceeding limits (safety)

Etc.

COMMENTS:

Privilege or licence – Those actions and activities which are permitted, sanctioned or approved by special dispensation and by virtue of a specific act from those in authority within a given community. In this context privilege/license must be earned by some sort of prerequisite activity and they are affirmed by documented evidence (generally). For example: diploma, certificate and/or license.

Obligations – The special duties or responsibilities society places on those to whom it grants a license or privilege by reason of the special talent or training the licensee possesses. They are the moderating force of the license and they tend to serve as protection against profiteers and fakes. Privileges and licenses without obligation are gifts or grants.

RIGHTS:

To citizenship
To worship
To education (to learn)
To work
To equal protection and application of law
To residence
To membership and continued membership

Etc.

CORRESPONDING DUTIES:

To protect the civic entity in time of peril
To worship in a prescribed manner – support church
To maintain a learning attitude and atmosphere
To follow rules of safety and job description
To serve as juror
To reside in a manner appropriate to environment
To learn and to speak "the language."

Etc.

COMMENTS:

Rights – Those actions and activities which flow from membership. Depending upon the association, rights may be extended by birth, by recruitment or joining, or by common or mutual agreement. Rights apply only to members in the "society" – not to mankind.

Duties – The "price" or "dues" of membership. The purpose of such "dues" is to insure the continuance of the entity or association to which the member belongs. Duties are the moderating force of rights. Failure to accept or perform the duties or limits rights.

Relationship – In general, rights tend to limit freedoms, and duties tend to extend responsibilities, i.e., an individual gives up a freedom to gain the rights and security of membership. An individual increases self response to gain the benefit of mutual or concert action and activity.

FREEDOMS:

To life (to live, i.e., to be – to identify)
To sustenance
To safety and health
To place and shelter
To movement (to move)
To association (to associate)
To pursuit of happiness
To learn (to grow)
To think and believe (conscience)

Etc.

CORRESPONDING RESPONSIBILITIES:

To maintain life (self and others)
To provide sustenance without infringement
To make safe, to care for infirmity
To "respect" property – avoid misuse
To avoid interference with movement of others
To choose associates wisely – respect mutuality
To allow others like pursuit
To use opportunity
To protect freedom for self and others

Etc.

COMMENTS:

Freedom – Those activities of human beings which are inherent in the nature of being human and which are common thereby to all within the species. Although freedoms may be documented, they are received by virtue of being human.

Responsibility – The moderating force of freedom between slavery. The purpose of responsibility is to avoid excess, wastefulness, and abuse and thereby, insofar as possible, ensure the same freedoms for all human beings.

Freedom and responsibility are related to each other in direct proportion (i.e., ratio). Both are inversely related to slavery. Freedom is earned and maintained by and through responsibility. Freedom and responsibility go hand-in-hand, they balance; one cannot exist without the other. Freedom without responsibility is anarchy; responsibility without freedom is tyranny.

2. MASTERY - 9TH GRADE.

Students will be able to describe the process and the importance of registering and voting. Each student will be able to identify the precinct in which the student lives and locate the voting place for that precinct.

NOTE

See Junior High School (6-9) Program Guide for component detail and specific resources.

3. MASTERY - 9TH GRADE.

Students, given the city, the county, the legislative district, the state, and the nation in which they live, will be able to:

A. Describe the process through which the basic political organization(s) operates in that area or on that level (e.g., in Spokane...and, at large, city council).
B. Explain the process by which an individual may become a candidate for office (either elected or appointed) in each area or at each level, describe the process by which the current office holder(s) may be identified at each level, and name those office holders which most directly represent and/or influence the lives of the student and the student's family.
C. List the qualifications and duties required for office as described in 3B above.
D. List three services (if applicable) provided at each level (i.e., services which most directly, actually, or potentially, influence the lives of the student and family).
E. Identify the sources of finance for each area.

NOTE

A. This skill will be mastered during the You and the Law unit in Semester B of the 9th grade year.

B. See Junior High School (6-9) Program Guide for component detail and specific resources.

4. MASTERY - 8TH GRADE.

All students will be able to write a letter to an appropriate political representative expressing an opinion on a social, economic or political problem. (The problem may be current or historical, e.g., a letter to King George III protesting taxes.)

NOTE

Skill is functional (usable) at the 9th grade level without further instruction.

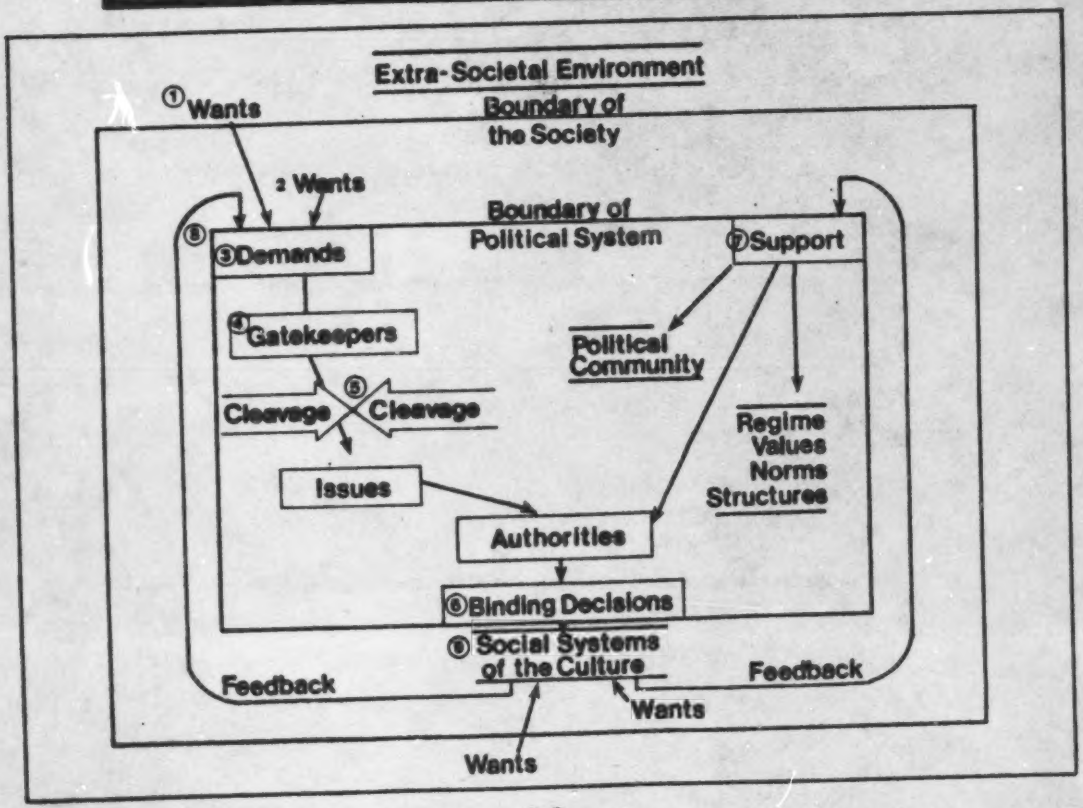
5. MASTERY - 8TH GRADE.

Students will be able to explain the political process(es) by which an individual or group might legally initiate, change, or remove a law, or remove a person from political office.

NOTE

A. Coordinate with Political Science/Government Goal, No. 7.

B. Students have learned and worked with the following schematic diagram:



SCHEMATIC LEGEND

The theoretical structure of Political Science has been developed with Professor David Easton of the University of Chicago.

1. Members of society have many wants, which they hope to satisfy.

2. Some of these wants will be satisfied through the economic, family, educational, and religious systems. Wants that cannot be satisfied by any of these systems are channeled to the political system.

3. As the people's wants enter the political system for satisfaction, they become demands. These demands are screened.

4. The screening process operates through formal or informal organizations. These organizations act as gate keepers. Some of the demands vanish. Others become issues debated in the political community, a group who share a desire to work together as a unit in the political solution of problems.

5. The issues are molded by cleavages in the political community and by the authorities who translate these demands into binding decisions.

6. The binding decisions affect the social systems and the participants in them, generating positive or negative support.

7. The support may be directed toward the political community; toward the regime, a political system that incorporates a particular set of values and norms and a particular structure of authority; and/or toward the authorities, the particular persons who occupy positions of political power within the structure of authority.

8. The binding decisions generate new wants, which appear again at the gate of the political system asking for recognition.

9. The source of the support for the political community, regime, and authorities may originate from the social systems in the forms of education, patriotism, and other mechanisms.

6. MASTERY - 11TH GRADE.

Students will be able to identify and explain the legislative, executive and judicial functions of government at the local, county, state and federal levels. Each student will be able to describe how these functions are interrelated and balanced at each level and between or among levels.

NOTE

A. Mastery of this competency should not be anticipated below the 11th grade level of maturity and interest. The knowledge and understandings involved, however, are considered basic to effective citizenship and should be at least introduced and reviewed at the junior high school level.

B. Students will know the terms, structures, and functions of government at the federal level from 8th grade study of the Constitution. Washington History and Culture should reinforce the federal level and introduce the state level.

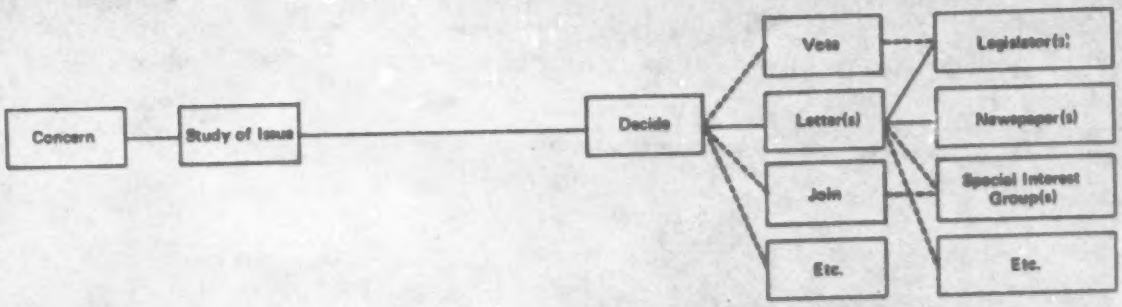
C. Students should become aware of the interrelationships (balance and separation) among the three branches of government and between the federal and state levels.

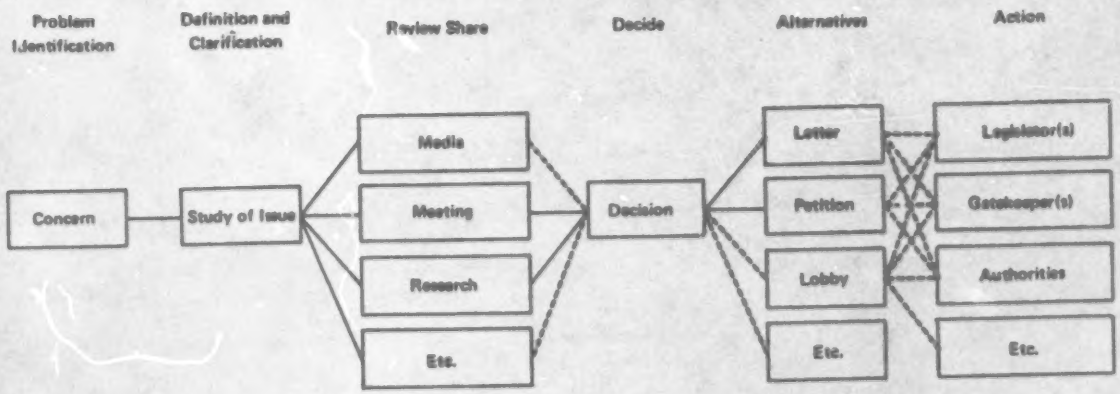
7. MASTERY - 8TH GRADE.

Students will be able to construct a schematic diagram or flow chart of two alternative ways a person might participate in our political system to achieve a specified political purpose.

NOTE

Students have learned the following schematic diagrams.





NOTE

Please see Junior High School (3-6) Program Guide for component detail and specific resources.

8. MASTERY - 9TH GRADE.

All students will be able to trace the growth and development of the democratic process on a timeline from Greece to the present.

NOTE

Skill is usable at the 9th grade level. Reinforce.

9. MASTERY - 9TH GRADE.

All students will be able to define and give an example of compromise and consensus from their daily life experiences (and/or from a current public issue or historical issue) and to relate those compromise experiences to governmental action.

NOTE

See Junior High School (3-6) Program Guide for component detail and specific resources.

1. MASTERY - 8TH GRADE.

Students will be able to identify some groups that human beings form (e.g., family, peer, community, national, and international groups), and to describe some of the function(s) of the groups identified. Students will be able to give reasons why and how these groups form, and indicate how and why these functions may vary or change within or among societies (cultures) and/or over a period of time.

NOTE

A. On this and all the skills within this section, care must be taken to avoid stereotyping.

B. See Junior High School (6-9) Program Guide for component details and specific resources.

2. MASTERY - 9TH GRADE.

Students will be able to identify "cultural universals" such as shelter, food, communications, socialization, family organization, and religion, and to explain that the identified "cultural universals" take different forms in various cultures, and that these forms may change over a period of time.

NOTE

This skill coordinates with several other skills in this section and in the Self Concept/Psychology, Economic and History/Culture sections.

3. MASTERY - 8TH GRADE.

Students will be able to describe and evaluate some of the effects of population growth and density on the way people live.

NOTE

A. This skill coordinates with certain Geographic and Economic skills.

B. See Junior High School (6-9) Program Guide for component details and specific resources.

4. MASTERY - 9TH GRADE.

Students will be able to describe and evaluate ways in which human beings have interacted with and/or adapted to their physical environment and/or their human environment.

NOTE

A. This skill coordinates with Geographic and with History/Culture skills.

B. See Junior High School (6-9) Program Guide for component details and suggested resources.

5. MASTERY - 8TH GRADE.

Students will be able to identify preferences which lead to group identification.

NOTE

See Junior High School (6-9) Program Guide for component details and suggested resources.

6. MASTERY - 9TH GRADE.

Students will be able to define and describe the basic characteristics of a community, society, or culture. (Institutions, organizations -- economic, civic, religious, educational -- groups, and social aggregates -- ethnic groups classes, etc.)

NOTE

See Junior High School (6-9) Program Guide for component details and suggested resources.

7. MASTERY - 8TH GRADE.

Students will be able to identify and explain three problems with which people in heavily urbanized areas must cope (environmental, economic, political, and/or social problems).

NOTE

Reinforce this skill in the context of Washington history and culture. The Junior High School (3-6) Program Guide will identify details of this skill.

1. MASTERY - 9TH GRADE.

Student will be able to define the term "history" and to analyze the definition(s) of others.

NOTE

See skill competency sequence in the Junior High School Program Guide.

2. MASTERY - 6TH GRADE.

Students will be able to identify and explain the origins and ways of observing each of the major days of celebration in the culture of the United States. (I.e., those holidays celebrated in special ways -- e.g., Labor Day, Columbus Day, Veteran's Day, Hanukkah, Christmas, Halloween, Thanksgiving, New Year's, President's Day, Valentine's Day, Easter, Martin Luther King, Memorial Day, Independence, etc.).

NOTE

This skill is usable at the Junior High School level without further instruction. Teachers may review and reinforce if needed.

3. MASTERY - 9TH GRADE.

Students will be able to select a current public issue, event, or incident and to explain its causes and precedents.

NOTE

A. At each grade level students will be able to select a current public issue within the appropriate area of study at that grade level and to identify the means for finding the causes and precedents underlying that issue (see Social Studies skill on data gathering).

B. Mastery is dependent upon the complexity of the issue selected. Student should be able to identify at least two causes and/or precedents on any given issue.

4. MASTERY - 11TH GRADE.

Students will be able to identify and explain the manner in which historical evidence is collected, evaluated and accepted.

NOTE

See Junior High School (6-9) Program Guide for component details, previous study and suggested resources.

5. MASTERY - 11TH GRADE.

Students will be able to use evidience from history to explain differences between or among groups in conflict. Such evidence will explain the causes of the conflict and the effect(s).

NOTE

The skills needed to achieve this competency are essentially the same as those needed in HIC-3 and 4. Thus no new sequence is provided. Each Junior High School grade level will introduce and review this competency and its components in coordination with 3 and 4. The 9th grade will anticipate mastery at the senior high school level.

6. MASTERY - 11TH GRADE.

Students will be able to identify and use historical evidence as support for a stance or position on a problem, issue, or controversy selected for study.

NOTE

A. Coordinate with HIC-3, 4, and 5, and Social Studies skills.

B. Each junior high school grade level will introduce and review this competency and its components from the other coordinate competencies. The 9th grade will anticipate mastery at the senior high school level.

7. MASTERY - SEE NOTE A.

Students will be able to identify the ten individuals, events and/or movements from history which the student believes have most affected the course of history and explain what or how those individuals, events, or movements have changed or altered life on this planet.

NOTE

A. Mastery, ten individuals. Review and reinforce events. Introduce movements and anticipate mastery at the Senior High School level.

B. See Junior High School (6-9) program guide for sequence and components.

8. MASTERY - 7TH GRADE.

Students will be able to demonstrate an understanding of chronology and/or time sequence by constructing a timeline illustrating the time relationship between or among not less than ten (10) interrelated events.

NOTE

Competency is usable at the 8th and 9th grade levels without further instruction. Reinforce the existing skill.

9. MASTERY - 9TH GRADE.

Students will be able to write a biography of one historical figure admired by the student. The biography must include what the admired individual believed, the conditions under which the individual worked, and what that individual did to merit the student's admiration.

NOTE

Student will be able to write a minimum one page biography according to specified criteria above. Anticipate longer and more complex biography at Senior High School.

10. MASTERY - 9TH GRADE.

Students will be able to describe five events which contributed to the cultural heritage of the United States.

11. MASTERY - HIGH SCHOOL.

Students will be able to describe three economic points of view which have influenced the development of the United States.

NOTE

See Junior High School (6-9) Program Guide for sequence and component details.

12. MASTERY - 9TH GRADE.

Students will be able to identify and describe the influence of three non-English speaking cultures on the American culture, and three influences of the American culture on other cultures outside the American mainstream culture.

NOTE

See Junior High School (3-6) Program Guide for details of sequence and component parts.

8TH GRADE PROGRAM

RESOURCES

LET FREEDOM RING. Brown, et al., Silver Burdett, 1977. (Student text, teacher's edition, problem-solving book, test book, teacher's test key, duplicating masters, sound/color filmstrips.)

SUPPLEMENTARY MATERIAL:

A Newspaper History of the United States, "News of the Nation," Prentice Hall.

MEDIA PACKAGES:

S.V.E. Singer

Indians of North America
Famous Women of America I
Famous Women of America II
Leading American Negroes
Pathfinders Westward
Westward Migration
Documents of Democracy
Our National Government
The American Spirit in the Revolutionary War
Discovery, Exploration and Colonization of America
The Civil War
The Evolution of American Industry, Enterprise and Welfare

Nystrom

The American Experience:
- Immigration and Migration
- Values and Attitudes

MAPS AND GLOBES:

United States Map: Sculptural Relief with Political Overlay
Desk Outline Maps (500 per bundle)
- United States
- New England States
- Central Atlantic
- Southern States
- Western States
- North Western States

American History Map Sequences

9TH GRADE PROGRAM, SEMESTER A

U.S. HISTORY THROUGH WORLD WAR I

RESOURCES

LIBERTY AND UNION, Volume II. Ridge, et al., Houghton Mifflin, 1973. (Student text, teacher's edition, student work guide, teacher's edition work guide, test duplicating masters.)

This course is a continuation of Grade 8. The remaining materials for this 9th grade course should be supplied here as appropriate.

9TH GRADE PROGRAM, SEMESTER B

WASHINGTON STATE HISTORY

YOU AND THE LAW. Bostic, Office of Superintendent of Public Instruction, State of Washington, 1976.

BUILDING OPTION:

WASHINGTON TIMES AND TRAILS. Windyridge Press, 1975.

WASHINGTON: A History of the Evergreen State. Avery, University of Washington Press, 1965.

TREES AND 280 Z's. Reinke, Office of Superintendent of Public Instruction, State of Washington, 1976.

SUPPLEMENTARY MATERIALS:

WASHINGTON: The Natural Regions. Bassett, et al., BCS Educational Aids, 1973.

OREGON: The Natural Regions; An Overview. Bassett, et al., BCS Educational Aids, 1973.

THEY CLAIMED A DESERT. Ye Galleon Press.

REMINISCENCES OF WASHINGTON TERRITORY.

MAPS AND GLOBES:

The United States
The Pacific Northwest
The State of Washington

10TH GRADE PROGRAM

There are no required Social Studies classes or courses at the 10th grade level. World History serves as an option and will be covered in the elective section of this guide.

11TH GRADE PROGRAM GUIDE

COURSES

SEMESTER A: TWENTIETH CENTURY AMERICA FROM THE DEPRESSION TO CURRENT TIMES

SEMESTER B: AMERICAN GOVERNMENT

(SEMESTERS MAY INTERCHANGE)

11TH GRADE PROGRAM GUIDE

INTRODUCTION

The goals and objectives, the competencies, identified in this guide, are important to the District Social Studies Program. Together with the students and the teachers, they form the essential elements of the program. The textual, support, and supplementary materials provided are tools to assist the student, and teachers helping the students to arrive at the stated goals and objectives or competencies found in this guide.

By the time students have reached the 11th grade, they will have completed ten years (including kindergarten) of Social Studies education. However, most students probably will not have taken Social Studies in their 10th grade year. In the previous years of Social Studies, students will have studied and practiced the use of the 76 basic goals or competencies identified in the 9th grade section of this guide. Of those 76 goals students will have mastered 61. Those competencies may need some review to be functional or usable in the upper class years. The remaining 15 goals are of such complexity that mastery as such, had to be delayed to the upper grades of high school. Those goals will be reinserted in their appropriate locations in this guide.

At the 11th grade level the goals become required instead of basic. This means that the goals and objectives listed must be covered and that students must achieve some degree of competency. The term mastery as has been used previously no longer applies in the same sense, although perhaps one of the requirements for an "A" grade should be mastery of the required competencies. For an abstract of the goals and objectives in schematic form and to see how the goals and objectives builds upon basic skills, teachers should refer to the lilac pages of this guide.

It is recommended that upper class teachers become familiar with goals and competencies of previous years so that they may use those skills, reinforce them and build upon and from them.

The 9th grade goals and objectives are identifed in the buff section of this guide. For further or more complete detail of 9th grade coverage please see the Junior High School (6-9) Program Guide, a copy of which should be in your building.

Finally, the required goals listed are anticipated minimal coverage. Teachers should feel free to expand beyond this minimal coverage as time, interest, and ability or maturity allow. Examples where provided are intended to be examples only and to serve as a guide to the intent of the objective.

A. SELF CONCEPT/PSYCHOLOGY.

See the buff section, pages 29-32 for the basic goals. For the goal numbering system see lilac section page 9.

10. Students will be able to identify and discuss several causes of prejudice and to distinguish or compare prejudice, bias, and discrimination according to constructive and destructive effects.

B. SOCIAL STUDIES SKILLS.

See the buff section, pages 33-40 for basic goals and comments. For the goal numbering system see lilac section, page 11.

1. Listening skills - Students will be able to list a minimum of six of the nine listening skills listed herein, and to give an example of the appropriate use of each skill so listed.

A. Listen (observe) with a purpose
B. Listen attentively and respectfully
C. Identify the sequence of ideas presented and select the (most) important ideas.
D. Ask appropriate questions to clarify points or issues
E. Reserve judgment until the entire idea is heard
F. Take notes while continuing to listen
G. Summarize or paraphrase what has been said/heard
H. Respond in context on what has been heard
I. Build upon ideas which have been stated.

NOTE

The Social Studies shares the responsibility for this skill and its components with several of the discipline areas. The skill and its components are introduced early in the educational process and must be continually and continuously monitored and reinforced throughout the years of formal education. MASTERY of this skill and its components rests in the ability to use the skill or component when so required, not in the automatic use in each and every circumstance.

2. Discussion Skills -

A. Students will be able to identify the type and/or level of discussion (e.g., idea, fact, or opinion-sharing, problem-solving, planning, etc.)
B. Students will be able to demonstrate the procedural skills of group discussion by:

1. Speaking for and with a purpose
2. Speaking with respect
3. Asking others to express their views and accepting those views (etc.) without censure
4. Interacting in various capacities (e.g., leader, supporter, clarifier)
5. Asking for clarification and/or elaboration when needed
6. Accepting a share of responsibilities and credit, and being supporting of the group and group decisions
7. Ending a discussion when resolution has been achieved.

NOTE

The Social Studies shares the responsibility for this skill and its components with several of discipline areas. The skill and its components are introduced early in the educational process and must be continually and continuously monitored and reinforced throughout the years of formal education. Mastery of this skill and its components rests in the ability to use the skill or component when so required, not in the automatic use in each and every circumstance.

3. Reporting Skills - Students will be able to write and/or to present oral reports according to specified criteria:

A. Demonstrate completion of research and preparation
B. Follow or give directions clearly and accurately
C. Use appropriate aids for communicating information (e.g., charts, graphs, tables, illustrations, models, etc.)
D. Use a systematic format and/or approach (e.g., outline)

NOTE

The Social Studies shares the responsibility for this skill and its components with several of the discipline areas. The achievement of mastery is anticipated to be a cooperative effort.

4. Problem-Solving Skills - Students will be able to identify and select a problem for investigation, and be able to demonstrate a systematic process for the study of that problem to arrive at potential solution(s) for the resolution of the problem selected.

5. Mastered at the 9th grade level see buff page 36.

6. Data Gathering and Research Skills - Students will be able to select a problem or issue for investigation and as a (classroom) group design and plan a process of investigation for that selected problem or issue. Students will be able to:

A. Participate as a member of a group in identifying, locating and using a variety of sources to gain information on the problem or issue.
B. Individually locate and use print and nonprint sources of information
C. Use, individually, a variety of at least three sources to acquire information (e.g., authorities, interviews and surveys, case studies, statistical data, systematic observation, and/or personal experience, etc.)
D. Assess the authenticity of the sources of information (i.e., to check the author's reputation for knowledge, background, bias, etc.)
E. Organize information collected (i.e., differentiate fact from opinion, identify cause and effect, and summarize and categorize information)
F. Contribute to the formation of questions which will help lead to the answer(s) needed to resolve the problem or issue
G. Use summarized information to draw conclusions, offer solutions to problems, clarify issues, make predictions, or use as a guide to further investigation
H. To modify solutions to problems or issues in light of new factors or considerations.

7. Organization of Data - Students will be able to organize information into a meaningful system. Students will be able to:

A. Use accurately conventional systems and terms for labeling or naming objects, materials, information, ideas, categories, etc.
B. Record information in a variety of ways (e.g., written notes, tape recordings, etc.)
C. Demonstrate that classifying is a way of sorting and organizing information so that things which have common characteristics are found together
D. Order similar objects or pieces of information in sequence according to differences or similarities in an observable property (e.g., by size, shades of color, etc.), by importance and/or impact potential, by logic, or by value intensity or density (i.e., strength of value or number of people holding the value).

E. Summarize information contained in available data
F. Make logical estimates based on available information and revise or adjust such estimates when appropriate

8. Critical Thinking - Students will be able to interpret information. Students will be able to:

A. Decode for meaning and accuracy, information from printed words, numerical symbols, graphic representations and/or schematic models
B. Relate cause and effect accurately and adequately for a given situation
C. Demonstrate a way of refining the accuracy and usefulness of comparison and discrimination, and that these skills are key processes at all stages of inquiry and problem-solving
D. Draw logical inference from observations or representations (etc.)
E. Demonstrate that analysis is the study of a body of information by systematic examination of the parts and the relationship between or among the parts
F. Students will be able to use effectively standardized or conventional criteria for organizing and interpreting information and to test the validity of data against such specified criteria.
G. Formulate logical generalizations from available data, and will be able to withhold judgment or final conclusions until adequate information has been validated.

NOTE

Alert -- This competency has not been achieved at the 9th grade level. See comment buff page 39.

9. Systematic Decision-Making and Planning - Students will be able to act on the basis of information...i.e., to make decisions. Specifically, students will be able to:

A. Identify, explain and use the steps in problem-solving to arrive at solution(s) to (given) expected or unexpected problems--i.e., problem identification and clarification, resource identification, need assessment, alternative identification, alternative feasibility analysis, selection, planning and action.
B. Establish criteria from which to judge alternative solutions appropriate to the problem under study (see also section on judgment criteria).

C. Select and to explain the selected alternative in terms of benefit as a resolution for the problem under study, and in terms of the criteria for such resolution
D. Participate fully in the setting, planning, and achievement (evaluation) of the decision(s) made.

10. Mastered at the 9th grade level, see buff page 40.

11. Students will be able to identify and explain (or illustrate) those social interaction skills which allow one to become and remain a member of a group (see also Self Concept/Psychology and Sociology/Anthropology):

Common backround -- identify
Acceptance, tolerance -- friendliness
Cooperation, participation
Loyalty

NOTE

The following goals are REQUIRED (introduce for the first time at the 11th grade level).

12. The student will be able to explain the difference between relevant and irrelevant sources and between reliable and unreliable sources. From such data the student will be able to defend a decision or judgment made in a specific given circumstance.

14. The student will be able to use information to produce new information, for example, the student will be able to:

A. Use a sequence of processes as appropriate which are common to most inquiry strategies (i.e., definition, hypothesis, prediction, testing, interpretation, evaluation, generalization, construction of theory).
B. Carry out minimal field test activities (e.g., interview).
C. Test facts, observation, (etc.) and data against a specific hypothesis to test the validity of the hypothesis.
D. Select and use appropriate instruments, procedures, and criteria to organize and interpret (test) data.
E. Use appropriately the conventional vocabulary and instruments of social science investigation.
F. Select and use appropriate methods of problem-solving models for specific tasks (e.g., systems analysis, conflict resolution, force field analysis, logic, mathematics.

G. Determine the effectiveness of and to adapt or modify conventional problem-solving models and/or strategies to meet situational needs.

20. The student will be able to identify and give an example of factors which contribute to inaccuracy, inadequacy, or irrelevance in communication between or among individuals and/or people.

C. JUDGMENT CRITERIA.

For goal numbering system see schematic diagram lilac page 13. See buff section, pages 41-44 for 9th grade sequence, basic goals and comments.

11. Students will be able to identify and explain the impacts and significance of at least one each of the social, political, and economic decisions made between and/or among peoples.

13. Students will be able to describe and explain how personal feelings and preferences about people, beliefs, and ways of life affect the political, economic, and/or social life of a nation.

17. Students will be able to identify the source and development of attitudes and values as a general concept. (Why do people differ? How and why do values change?)

NOTE

Please be sure to read the CAUTION under skill No. 1 on page 41.

D. ECONOMICS.

See buff section, pages 45-52 for 9th grade sequence, basic goals and comments.

No goals specified. It is anticipated that economic issues and development will be discussed when appropriate within the content and context of the course, and that the economic skills mastered previously will be reinforced and used when appropriate to do so.

H. HISTORY/CULTURE.

See lilac section, page 23 for goal numbering system. See buff section pages 69-72 for 9th grade sequence and remarks.

1. Students will be able to define history and to analyze the definition(s) of others.

3. Students will be able to select a current public issue, event or incident and to explain its causes and precedents.

4. Students will be able to identify and explain the manner in which historical evidence is collected, evaluated and accepted.

5. Students will be able to use evidence from history to explain differences between or among groups in conflict. Such evidence will explain the causes of the conflict and the effect(s).

6. Students will be able to identify and use historical evidence as support for a stance or position on a problem, issue, or controversy selected for study.

7. (See page 71 and reinforce.)

8. (See page 71 and reinforce.)

9. (See page 71 and reinforce.)

10. Students will be able to describe five events which contributed to the cultural heritage of the United States.

11. Students will be able to identify and describe three economic points of view which have influenced the development of the United States.

E. GEOGRAPHY.

See buff section, pages 53-56 for 9th grade competency and comments.

No goals specified. It is anticipated that geographic skills mastered previously will be used and reinforced when appropriate to do so within the content and context of the course.

F. POLITICAL SCIENCE/GOVERNMENT.

See buff section, pages 57-64 for 9th grade competencies and comments.

No specific goals specified. It is anticipated that governmental issues and development will be discussed and that skills previously mastered will be used and reinforced when appropriate to do so within the content and context of the course.

G. SOCIOLOGY/ANTHROPOLOGY.

See lilac page 21 for the goal number system. See buff section, pages 65-67 for 9th grade sequence, basic goals and comments.

3. Students will be able to describe and evaluate some of the effects of population growth and density on the way people live.

4. Students will be able to describe and evaluate ways in which human beings have interacted with and/or adopted to their physical environment and/or their human environment.

5. Students will be able to identify preferences which lead to group identification.

6. Students will be able to define and describe the basic characteristics of a community, society, or culture. (Institutions, organizations -- economic, civic, religious, educational -- groups and social aggregates -- ethnic groups, classes, etc.)

7. Students will be able to identify and explain three problems with which people in heavily urbanized areas must cope (environmental, economic, political, and/or social problems).

11TH GRADE PROGRAM, SEMESTER A

TWENTIETH CENTURY AMERICA FROM THE DEPRESSION TO CURRENT TIMES

RESOURCES

THE AMERICAN EXPERIENCE. Addison Wesley. (Student text, teacher's manual and test duplicating masters.)

MAPS AND GLOBES:

United States History Map Series. Nystrom, O.J., 19-32/30, (12 maps).

MEDIA PACKAGES:

Guidance Associates

What is History
Universal Values in American History
The Growth of the Labor Movement
Emergence of the United States as a World Power
Woodrow Wilson: Idealism and American Democracy
The Reckless Years: 1919-1929
The Great Depression: 1929-1939
Franklin Delano Roosevelt: The Years that Changed the Nation
Harry S. Truman: Man of Decision
Dwight D. Eisenhower: Soldier and Statesman
Footprints on the Moon
The 1960's: A Decade of Hope and Despair
Global Emergency Series
Prejudice
Women Today
The Future of the Family
The American Poor: A Self Portrait
The Migrant Worker
The American Indian: A Dispossessed People
The Welfare Dilemma
Freedom of the Press - Today

SUPPLEMENTARY MATERIALS

THE AMERICAN DREAM. Scott Foresman. (Student text: challenges and visions; teacher's handbook, duplicating masters.)

Westinghouse Learning Corporation
Individualized Activities in American History
Plan American History

SEMESTER B

AMERICAN GOVERNMENT

Please read the Introduction, green section, page 79.

A. SELF CONCEPT/PSYCHOLOGY.

For goal numbering system see lilac section, page 9. For basic goals (i.e., 9th grade mastery) see buff section, pages 29-32. For required coverage during the 11th grade year see green section, page 81.

Required in Semester B:

It is anticipated that skills previously mastered will be used and reinforced as appropriate within the content and context of this course. See, in particular, basic goals 3, 4, 5, and 7.

8. Students will be able to name three places where one could go for assistance with an emotional problem if help is needed.

11. Students will be able to give three examples of how groups affect or effect individual behavior.

B. SOCIAL STUDIES SKILLS.

For goal numbering system see lilac section, page 11. For basic goals (i.e., 9th grade mastery) see buff section, pages 33-40. For required coverage during the 11th grade year see green section, pages 81-36.

Required in Semester B:

13. The student will be able to test solutions to problems or issues when possible or appropriate to do so. From such tests the student will be able to predict the probability of a certain result occurring, or a selected alternative being successful, in terms of odds as favorable or unfavorable (based on percentage) or in terms of chance as good, equal, or poor.

15. Students will be able to identify the major arguments of each of two sides in a debate or controversy and assess the validity of each side; to point out the faulty assumptions or misrepresentation of fact by each side; and to select alternative solutions to the conflict in the debate or controversy.

16. Students will be able to point out irrelevancies, inclusion of relevant information, and misleading emphasis in advertising, political campaigning or similar persuasive situations.

19. Students will be able to acquire and communicate information about a specific problem through the student's own powers of observation (e.g., perceiving and experiencing, perceiving information from the external environment, and information about oneself.

C. JUDGMENT CRITERIA.

For goal numbering system see lilac section, page 13. For basic goals (i.e., 9th grade mastery) see buff section, pages 41-44. For required coverage during the 11th grade year see green section, page 86.

10. Students will be able to compare and contrast the decision-making process as typical of totalitarian and democratic political systems and of capitalistic, socialistic and/or communistic economic systems.

16. Students will be able to give reasons why people might understandably support values, attitudes, etc., different from the student's and to defend the right of others to support differing values, etc.

D. ECONOMICS.

For goal numbering system see lilac section, page 15. For basic goals (9th grade mastery) see buff section, pages 45-52. See especially goal No. 9, page 51.

Required goals this course:

No specific goals identified. It is anticipated that economic issues and developments will be discussed, and that skills previously mastered will be used and reinforced when appropriate within the content and context of the senior government course.

Elective goals this course:

17. Students will be able to explain how our society provides for those members of the society who are not or who cannot presently be members of the working force, (i.e., through charity, insurance, cooperative unified effort, etc. -- alternatives: communism, collectives, unions or associations -- e.g., Spokane Teacher's Credit Union, Mormon Church, The Fraternal Order of Eagles, etc.).

19. The student will be able to take and explain a stand on the concept of limited/unlimited growth in terms of its human, economic and environmental costs and benefits. This stand must consider productivity, employment, human dignity, and human livability. The specific issue may be determined by the student and may range from population and urban/suburban growth, through transportation growth, through technological growth, to industrial or international cartel growth.

20. The student will be able to explain how and why the government modified the market system (e.g., fiscal and monetary policy, antitrust legislation, and government spending.

23. The student will be able to discuss and/or explain the moral and legal responsibilities inherent in a contractual obligation on all concerned parties to the contract.

24. The student will be able to list three community agencies which serve as advisory to and/or protection for the consumer.

E. GEOGRAPHY/ENVIRONMENT.

No specific goals identified. It is anticipated that geographic skills previously mastered will be used and reinforced as appropriate within the content and context of the senior government course.

F. POLITICAL SCIENCE/GOVERNMENT.

For goal numbering system see lilac section, page 19. For basic goal (i.e., 9th grade mastery) see buff section, pages 57-64.

Required for this course:

6. MASTERY - Students will be able to identify and explain the legislative, executive and judicial functions of government at the local, county, state and federal levels. Each student will be able to describe how these functions are interrelated and balanced at each level and between or among levels.

10. The student will be able to explain why people (individual and society) form governments. The explanation will include the factors of natural law, the human being's political nature, the heritage of formal political institutions, and the necessity of compromise and/or consensus.

A. Political institutions reflect the needs of the society (people) which creates them.
B. Governments and/or institutions which do not satisfy the basic needs of people may be overthrown (frequently with violence), replaced or changed.
C. A function of government is to enable people to live harmoniously in groups, i.e., to make compromise possible.
D. Cities, states, (etc.) political institutions, have laws or rules particular to their level of need of government.

11. The student will be able to identify the current services of government and political institutions that fulfill and justify its existence.

12. The students will be able to give an example of the american governmental system as identifed by:

A. Majority rule
B. Compromise
C. Popular sovereignty
D. Equality of citizens
E. Consent of the governed
F. Natural law
G. Natural rights of man
H. Limited government
I. Representative government
J. Separation and balance of power
K. Constitutional supremacy
L. Civil liberty
M. Judicial review

13. The student will be able to identify four forces that influence the political decision-making process. (Party system and activity, voting-election-appointment-selection, public opinion, special interest-lobbying, mass media, propaganda.)

14. The student will be able to evaluate leadership in terms of:

A. Selection alternatives (inherit, nominate, volunteer, take by strength)
B. Qualities and qualifications
C. Responsibilities and privileges
D. Support (financial and human)
E. Methods of influence and operation

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15. The student will be able to identify and document one of the ways for international cooperation and competition. The student will be able to describe the effect of such on the competing or cooperating nations and upon other non-directly involved nations.

16. The student will be able to identify five governmental problems, explain cause and effect of each, show two currently proposed alternatives or more, as solutions and explain the implications of each proposed solution shown. (inter-agency relationships -- church and state, finance, urban growth, segregation, war and peace, spirit and letter of the law, federal-state-local relations, international relations, dissent, etc.)

The following goals have been identified as elective That is, their inclusion within the 12th grade program is optional, depending upon teacher and student interest, ability, and time.

17. The student will be able to explain the history and development of not less than three alternative systems of government.

18. The student will be able to compare modern governments: Unitary (France), confederate (United Nations), federal (West Germany), presidential (United States), parliamentary (Great Britian), dictatorial (Cuba), democratic (Sweden, Switzerland), totalitarian (China).

G. SOCIOLOGY/ANTHROPOLOGY.

For goal numbering system see lilac section, page 21. For basic goals (9th grade mastery) see buff section, pages 65-67.

Required:

No specific goals identified. It is anticipated that sociological issues and developments will be discussed and that skills previously mastered will be used and reinforced as appropriate within the content and context of the senior government course. See especially goals 1, 2, 4, 6, and 7.

Teachers should also check the Sociology elective section of this guide, goals 12, 15, 16 18, and 19 for further areas of potential discussion and learning.

H. HISTORY/CULTURE.

For goal numbering system see lilac section, page 23. For basic goals (i.e., 9th grade coverage) see buff section, pages 69-72. For required coverage during the 11th grade year see green section, page 88.

Required in this course:

3. MASTERY - Students will be able to select a current public issue, event, or incident and to explain its causes and precedents.

6. Students will be able to identify and use historical evidence as support for a stance or position on a problem, issue, or controversy selected for study.

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11TH GRADE PROGRAM, SEMESTER B

AMERICAN GOVERNMENT

RESOURCES

AMERICAN SOCIETY. DeBolt, et al., American Book Company, 1973. (Student text, teacher's edition, tests.)

MEDIA PACKAGES:

Guidance Associates

Cities, U.S.A.
This Honorable Court: The Supreme Court of the United States
What is Politics
Your Civic Responsibility
Anatomy of United States Political Parties
The Third House: Washington Lobbyists at Work
Political Conventions: Choosing the Candidate
Power at 18: The Ballot
Your Right to Vote
The American Presidency
The Federal Lawmaking Process
The Food and Drug Administration: A Nation's Watchdog
The State Department
Portrait of a Diplomat
The Regulatory Agencies: A Fourth Branch of Government
Foreign Aide

Current Affairs:

The U.S. Constitution Confronts the Test of Time
Growing U.S. Isolationism and World Politics
Capitalism and Communism: Detente or Confrontation
Crises in State and Local Government

AEVAC:

United States Government and How it Works (transparencies and overlays).
Operations of the United States Government (transparencies and overlays).

Social Studies School Services:

The United States Government in Action
The Vice Presidency: A Heartbeat Away

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SUPPLEMENTAL MATERIALS

Westinghouse Learning Corporation:

Plan American Government (for individualization and use with under-motivated students).
Plan Geography and Civics

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12TH GRADE PROGRAM GUIDE

COURSES

SEMESTER A: ECONOMICS

SEMESTER B: CONTEMPORARY WORLD AFFAIRS

(SEMESTERS MAY INTERCHANGE)

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INTRODUCTION TO THE 12TH GRADE SECTION

The goals and objectives, the competencies, identified in this guide are important to the District Social Studies program. Together with the students and the teachers, they form the essential elements of the program. The textual, support and supplementary materials provided are tools to assist the student, and the teacher helping the students, to arrive at the stated goals and objectives or competencies found in this guide.

By the time students have reached the 12th grade, they will have completed eleven years (including kindergarten) of social studies education. In the previous years, students will have studied and practiced the use of the 76 basic goals or competencies identified in the 9th grade (buff) section of this guide. Of those 76 goals, students will have mastered 61. Those competencies may need some review in the upper class years. The remaining 15 goals are of such complexity that mastery has had to be delayed to the upper grades of high school. Most of those will be located in one of the semesters of the 12th grade year.

At the 12th grade level, goals are required instead of basic. This means that the identified goals must be covered and that students must achieve some degree of competency. The term mastery as used previously no longer applies in the same sense, although perhaps one of the requirements for a "B" grade, or above, should be mastery of the required competencies. For an abstract of the goals and objectives in schematic form, and to see how the goals and objectives build upon basic skills, teachers should refer to the lilac pages of this guide.

It is recommended that 12th grade teachers become familiar with the goals and competencies of previous years, especially the 9th and 11th grade years so that they may use skills, reinforce and build upon and from them.

Finally the required goals listed are the anticipated minimal coverage. Teachers should feel free to expand beyond this minimal coverage as time, interest and ability or maturity allow. Examples, where provided, are intended to be examples only and to serve as a guide to the intent of the objective.

A. SELF CONCEPT/PSYCHOLOGY.

For goal numbering system, see lilac section, page 9. For basic goals (i.e., 9th grade mastery) see buff section, pages 29-32.

Required for this course:

No specific goals identified. It is anticipated that skills previously mastered will be used and reinforced as appropriate within the content and context of the course. See, in particular, basic skills numbered 3, 4, and 5.

B. SOCIAL STUDIES SKILLS.

For goal numbering system see lilac section, page 11. For basic goals (i.e., 9th grade coverage) see buff section, pages 33-40. For required coverage during the 11th grade year see green section, pages 81-86 and 93-94.

Required for this course (MASTERY in the 12th grade):

1. Listening Skills - Students will be able to list a minimum of six of the nine listening skills listed herein, and to give an example of the appropriate use of each skill so listed.

   A. Listen (observe) with a purpose
   B. Listen attentively and respectfully
   C. Identify the sequence of ideas presented and select the (most) important ideas.
   D. Ask appropriate questions to clarify points or issues
   E. Reserve judgment until the entire idea is heard
   F. Take notes while continuing to listen
   G. Summarize or paraphrase what has been said/heard
   H. Respond in context on what has been heard
   I. Build upon ideas which have been stated

NOTE

The Social Studies shares the responsibility for this skill and its components with several of the discipline areas. The skill and its components are introduced early in the educational process and must be continually and continuously monitored and reinforced throughout the years of formal education. MASTERY of this skill and its components rests in the ability to use the skill or component when so required, not in the automatic use in each and every circumstance.

2. Discussion Skills -

A. Students will be able to identify the type and/or level of discussion (e.g., idea, fact, or opinion-sharing, problem-solving, planning, etc.)
B. Students will be able to demonstrate the procedural skills of group discussion by:

1. Speaking for and with a purpose
2. Speaking with respect
3. Asking others to express their views and accepting those views (etc.) without censure
4. Interacting in various capacities (e.g., leader, supporter, clarifier)
5. Asking for clarification and/or elaboration when needed
6. Accepting a share of responsibilities and credit, and being supporting of the group and group decisions
7. Ending a discussion when resolution has been achieved.

NOTE

The Social Studies shares the responsibility for this skill and its components with several of discipline areas. The skill and its components are introduced early in the educational process and must be continually and continuously monitored and reinforced throughout the years of formal education. Mastery of this skill and its components rests in the ability to use the skill or component when so required, not in the automatic use in each and every circumstance.

3. Reporting Skills - Students will be able to write and/or to present oral reports according to specified criteria:

A. Demonstrate completion of research and preparation
B. Follow or give directions clearly and accurately
C. Use appropriate aids for communicating information (e.g., charts, graphs, tables, illustrations, models, etc.)
D. Use a systematic format and/or approach (e.g., outline)

NOTE

The Social Studies shares the responsibility for this skill and its components with several of the discipline areas. The achievement of mastery is anticipated to be a cooperative effort.

4. Problem-Solving Skills - Students will be able to identify and select a problem for investigation, and be able to demonstrate a systematic process for the study of that problem to arrive at potential solution(s) for the resolution of the problem selected.

5. Identification and Selection - Students will be able to identify and select a problem or issue for investigation:

A. Students will be able to limit and/or clarify the problem or issue for the purpose of their investigation.
B. Students will be able to identify and explain the components or contributing factors involved in the problem or issue.
C. Students will be able to make a choice or a selection and to give reasons for that choice or selection.

6. Data Gathering and Research Skills - Students will be able to select a problem or issue for investigation and as a (classroom) group design and plan a process of investigation for that selected problem or issue. Students will be able to:

A. Participate as a member of a group in identifying, locating and using a variety of sources to gain information on the problem or issue.
B. Individually locate and use print and nonprint sources of information.
C. Use, individually, a variety of at least three sources to acquire information (e.g., authorities, interviews and surveys, case studies, statistical data, systematic observation, and/or personal experience, etc.).
D. Assess the authenticity of the sources of information (i.e., to check the author's reputation for knowledge, background, bias, etc.).
E. Organize information collected (i.e., differentiate fact from opinion, identify cause and effect, and summarize and categorize information).
F. Contribute to the formation of questions which will help lead to the answer(s) needed to resolve the problem or issue
G. Use summarized information to draw conclusions, offer solutions to problems, clarify issues, make predictions, or use as a guide to further investigation.
H. To modify solutions to problems or issues in light of new factors or considerations.

7. Organization of Data - Students will be able to organize information into a meaningful system. Students will be able to:

A. Use accurately conventional systems and terms for labeling or naming objects, materials, information, ideas, categories, etc.
B. Record information in a variety of ways (e.g., written notes, tape recordings, etc.).
C. Demonstrate that classifying is a way of sorting and organizing information so that things which have common characteristics are found together.
D. Order similar objects or pieces of information in sequence according to differences or similarities in an observable property (e.g., by size, shades of color, etc.), by importance and/or impact potential, by logic, or by value intensity or density (i.e., strength of value or number of people holding the value).
E. Summarize information contained in available data.
F. Make logical estimates based on available information and revise or adjust such estimates when appropriate.

8. Critical Thinking - Students will be able to interpret information. Students will be able to:

A. Decode for meaning and accuracy, information from printed words, numerical symbols, graphic representations and/or schematic models.
B. Relate cause and effect accurately and adequately for a given situation.
C. Demonstrate a way of refining the accuracy and usefulness of comparison and discrimination, and that these skills are key processes at all stages of inquiry and problem-solving.
D. Draw logical inference from observations or representations, etc.
E. Demonstrate that analysis is the study of a body of information by systematic examination of the parts and the relationship between or among the parts.
F. Students will be able to use effectively standardized or conventional criteria for organizing and interpreting information and to test the validity of data against such specified criteria.
G. Formulate logical generalizations from available data, and will be able to withhold judgment or final conclusions until adequate information has been validated.

9. Systematic Decision-Making and Planning - Students will be able to act on the basis of information, i.e., to make decisions. Specifically, students will be able to:

A. Identify, explain and use the steps in problem-solving to arrive at solution(s) to (given) expected or unexpected problems, i.e., problem identification and clarification, resource identification, need assessment, alternative identification, alternative feasibility analysis, selection, planning and action.
B. Establish criteria from which to judge alternative solutions appropriate to the problem under study (see also section on Judgment Criteria).
C. Select and to explain the selected alternative in terms of benefit as a resolution for the problem under study, and in terms of the criteria for such resolution.
D. Participate fully in the setting, planning, and achievement (evaluation) of the decision(s) made.

11. Students will be able to identify and explain (or illustrate) those social interaction skills which allow one to become and remain a member of a group (see also Self Concept/Psychology and Sociology/Anthropology):

Common background -- identity
Acceptance, tolerance -- friendliness
Cooperation, participation
Loyalty

13. Students will be able to test solutions to problems or issues when possible or appropriate to do so. From such tests the student will be able to predict the probability of a certain result occurring or a selected alternative being successful, in terms of odds as favorable unfavorable (based on percentage) or in terms of chance as good, equal or poor.

15. Students will be able to identify the major arguments of each of two sides in a debate or controversy and to assess the validity of each side; to point out the faulty assumptions or misrepresentation of fact by each side; and to select alternative solutions to the conflict in the debate or controversy.

16. Students will be able to point out irrelevancies, exclusion of relevant information, and misleading emphasis in advertising, political campaigning, or similar persuasive situations.

17. Students will be able to determine and explain measures of central tendency (mode, median, and mean) and thereby make interpretations appropriate for a given set of data.

18. Students will be able to derive numerical information from commonly used graphs, tables, and charts; recognize and explain misleading ways of displaying such information, and to translate such information into support for the student's stand on an appropriate selected topic or issue.

C. JUDGEMENT CRITERIA.

For the goal numbering system see lilac section, page 13. For basic goals (i.e., 9th grade mastery) see buff section, pages 41-44. For required coverage, 11th grade year, see green section page 86.

Required for this course:

10. Students will be able to compare and contrast the decision-making process as typical of totalitarian and democratic political systems and of capitalistic, socialistic and/or communistic economic systems.

13. Students will be able to describe and explain how personal feelings and preferences about people, places and things affect the economic life of a nation.

15. Students will be able to explain, in analyzing a given editorial or commercial, the purpose for which the item was written.

D. ECONOMICS:

From the original goals and objectives identified by the Senior High Task Force, and adopted by the Board, the following goals are now included within the scope of the newly implemented Applied Economics source and will be addressed in the Social Studies only as appropriate to incidental discussion within the content and context of the senior required Economics course: Goals 12, 18, 23, and 24. Three formerly elective goals have been raised to the level of required goals. The numbering system remains consistent with the original numbering system.

For the goal numbering system, please see lilac section page 15. For basic goals (i.e., 9th grade mastery) see buff section pages 45-52.

Goals required for this course:

Basic skill masteries previously listed are NOT intended to be interpreted as terminal as far as curriculum coverage is concerned. It is anticipated that the basic skills will be reintroduced, reinforced and expanded to a greater level of sophistication at the "required" high school level. To this end, especially, the economic competencies will be reassessed and remedial, review, or indepth study will be recommended or assigned the individual student as needed.

11. The student will be able to identify and analyze in chart form five alternative ways of taxation according to the effect of each tax. From the data generated the student will be able to take a reasoned stand on a taxation program for the community and/or state in which the student lives.

12. The student will be able to predict an average monthly and an average annual income for a two-year period in the career field of the student's choice, based on current conditions in that career field and an 8% inflation or cost of living factor.

NOTE

Coordinate with 11th grade Applied Economics.

13. The student will be able to identify three ways in which labor and management can resolve their differences and be able to explain the effectiveness of each way (negotiation and compromise, legislation, adjudication, force i.e., strike or lock out, third party arbitration, grievance.

14. The student will be able to explain the worth of a dollar in terms of (e.g.,) the consumer/price index. The explanation must include factors of inflation, purchasing power, standard of living and confidence in value.

15. The student will be able to explain at least one measurement of productivity. Each student will be able to show in visual form (charts and/or graphs) how productivity (on either a personal or national level) is related to standard of living, wages and/or profit.

16. The student will be able to explain at least one measurement of employment. Each student will be able to show how employment is related to productivity. Each student must take into account the factors of efficiency, technology and automation. The learner will be able to take a stand on a desirable or acceptable level of unemployment/employment and to give reasons for that stand.

17. The student will be able to explain how our society provides for those members of the society who are not or who cannot presently be members of the working force, (i.e., through charity, insurance cooperative unified effort, etc.--alternatives communism, collectives, unions or associations--e.g., Spokane Teacher's Credit Union, Mormon Church, etc.).

18. The student will be able to define and choose the appropriate use of credit to meet the student's needs. Each student will be able to explain the advantages and disadvantages of buying on credit in a specified case in point. (See also Applied Economics.)

19. The student will be able to take and explain a stand on the concept of limited/unlimted growth in terms of its human, economic and environmental costs and benefits. This stand must consider productivity, employment, human dignity, and human livability. The specific issue may be determined by the student and may range from population and urban/suburban growth, through transportation growth, through technological growth, to industrial or international cartel growth.

20. The student will be able to explain how and why the government modifies the market system (e.g., fiscal and monetary policy, antitrust legislation, and government spending.

21. The student will be able to explain how and why business modified the market system, e.g., corporate growth, merger, pricefixing, monopoly, etc.

22. The student will be able to illustrate and/or explain the business cycle of boom, recession, depression, recovery and prosperity in terms of cause and effect. The student will also be able to discuss alternative remedies for depressed times in terms of their cost and effectiveness.

23. Students will be able to discuss and/or explain the moral and legal responsibilities inherent in a contractual obligation on all concerned parties to the contract.

24. Students will be able to list three community agencies which serve as advisory to or protective of the consumer.

25. The student will be able to distinguish among the various forms of business organization (i.e., partnerships, corporations, etc.) in terms of the advantages and disadvantages of each.

32. The student will be able to identify the nation's scarce mineral, animal, vegetable and human resources. Each student will be able to explain the effect of the loss of such resources and to suggest alternative ways to conserve, replace, or substitute for those resources.

33. The student will be able to discuss the basic economic problem of balancing scarce resources with satisfaction of the basic human needs and desires in terms of fair, just, and/or equal distribution of the wealth, and in terms of living in harmony with nature.

34. The student will be able to define, explain and discuss the philosophical underpinnings of communism, socialism, and capitalism, etc., in a comparative manner (e.g., basic assumptions about human nature).

ELECTIVE

The following goals have been identified as elective. That is, their inclusion within the 12th grade program is optional depending upon teacher and student interest, ability and time.

26. The student will be able to compare the cost, benefit, effectiveness and limitations of competition and cooperation as general concepts and as modes of behavior. From the generalizations derived, the student will be able to list three instances when each behavior is appropriate and give reasons for the decision to list each example as listed in its identified location.

27. The student will be able to explain the purpose and function of the stock exchange.

28. The student will be able to identify, and/or place on a timeline, the major developments (history) in our money and banking system.

29. The student will be able to identify and summarize the economic thought of the classic and modern economic philosophers, and to explain the contribution each has made to our modern way of life. (Smith, Malthus, Veblen, Keynes, Marx, Greenspan, Galbraith, etc.)

30. The student will be able to trace the history and sequence of events in the development of the free enterprise system as it exists today in the United States. Each student will be able to discuss the advantages and disadvantages of this system.

31. The student will be to trace the development of one of our nation's major corporations. From this research, the student will be able to demonstrate the principle of diversification and to generalize about the benefits and disadvantages of such diversified industrial corporations.

34. Students will be able to define, explain and discuss the philosophical underpinnings of communism, socialism, and capitalism, etc., in a comparative manner (e.g., basic assumptions about human nature).

E. GEOGRAPHY/ENVIRONMENT.

No specific goals identified. It is anticipated that geographic skills previously mastered will be used and reinforced as appropriate within the content and context of the Senior Economics course. (See, in particular, competencies 7, 8, and 11.) The two goals listed below may also be of some use to this course on an elective basis.

13. The student will be able to identify, locate, and explain the importance of each nation in the world which has or has had a direct influence on the history and/or the development of the world, as those nations currently exist.

14. The student will be able to identify the nations of the world as they exist today, according to its status as:

A. A technologically advanced nation
B. An emerging nation
C. A third-world nation

F. POLITICAL SCIENCE/GOVERNMENT.

For goal numbering system please see lilac section, page 19. For basic goals (i.e., 9th grade mastery) see buff section, pages 57-64. For previous required coverage (11th grade year) see green section, page 87.

Required this course:

No specific goals identified. It is anticipated that government issues and developments will be discussed, and that skills previously mastered will be used and reinforced when appropriate within the content and context of the Senior Economics course. However teachers may wish to specifically reinforce Political Science goals 3E, 7, 11, 16, and 17.

G. SOCIOLOGY/ANTHROPOLOGY.

For goal numbering system please see lilac section, page 21. For basic goals (i.e., 9th grade mastery) see buff section, pages 65-67.

Required goals for this course:

Reintroduce and Reinforce:

3. Students will be able to describe and evaluate some of the effects of population growth and density on the way people live.

4. Students will be able to describe and evaluate ways in which human beings have interacted with and/or adapted to their physical environment and/or their human environment.

7. Students will be able to identify and explain three problems with which people in heavily urbanized areas must cope (environmental, economic, political and/or social problems).

Teachers should also check Sociology section for elective goals. See, in particular, goals 10, 12, 15, 16, 17, and 18.

H. HISTORY/CULTURE.

For goal numbering system please see lilac section, page 23. For basic goal (i.e., 9th grade mastery) see buff section, pages 69-72.

Required goals for this course:

6. Students will be able to identify and use historical evidence as support for a stance or position on a problem, issue, or controversy selected for study.

11. Students will be able to describe three economic points of view which have influenced the development of the United States.

12TH GRADE PROGRAM, SEMESTER A

RESOURCES

THE STUDY OF ECONOMICS. Mings, Dushkin Publishers, 1976. (Student text, student workbook (classroom set of 40 nonrenewable teacher copies), teacher's manual and test key.)

MAPS:

Rand McNally: Diercke Economic Maps

Europe, Land and Sea Resources
Europe, Mineral Resources
North Asia, Economics
East Asia, Economics
Near East, Economics
North America, Economics

MEDIA PACKAGES:

Eyegate Instructional Materials

Economic Myths, Economic Realities
Fundamentals of Economics

Guidance Associates

What is Economics?
The Welfare Dilemma
Our Money System
Inflation
What is Communism?
The Business of Banking
Unemployment

Multimedia Servicenter

Current Affairs:

The Security Industry
The American Taxpayer: Privileged or Exploited?
Big Goverment and Private Enterprise in the 70's
Multinational Corporations: A Silent Revolution
Zero Population Growth: Hope for Future Generations
The Dollar in Today's World
The United States Economy: The Challenge of Charge

New York Times:

Economic Topics, Part II
The Role of the Commercial Banking System
The United States Economy in Action: Capital Investment

Joint Council on Economic Education

Junior High School Test of Economics (Manual and rationale, test booklets -- package of 25, nonrenewable.)
Test of Understanding in Personal Economics (Manual and discussion guide, test booklets -- package of 25, nonrenewable.)

SUPPLEMENTARY MATERIALS:

Follett Publishing Company

The Adventures of Primero Dinero
(classroom set of 40, teacher's guide.)
Superheroes of Macro Economics
(Classroom set of 40, teacher's guide.)

Oxford Book Company

Using economics. (Student text, teacher's edition.)

Westinghouse Learning Corporation

Plan Economics
Idea Bank for Everyday Economics

Addison Wesley

An Introduction to the World Around You (Classroom set of 40.)

ADDITIONAL MEDIA

Newsweek
Economics and the Global Society
Multimedia Servicenter
New York Times
Economic Topics, Part I
Economic Issues in American Democracy
United States Economy In Action

SEMESTER B

CONTEMPORARY WORLD AFFAIRS

Please read introductory remarks, orange section, page 103.

A. SELF CONCEPT/PSYCHOLOGY.

For goal numbering system please see lilac section, page 9. For basic goals (i.e., 9th grade mastery) see buff section, pages 29-32.

Required goals for this course:

10. Students will be able to identify and discuss several causes of prejudice and to distinguish or compare prejudice, bias, and discrimination according to constructive and destructive effects.

NOTE

Goals 9 and 11 should also be reintroduced and reinforced.

9. Students will be able to list and discuss the major determinates of personality.

11. Students will be able to give three examples of how groups affect or effect individual behavior.

B. SOCIAL STUDIES SKILLS.

For goal numbering system, please see lilac section, page 11. For basic goals (i.e., 9th grade coverage) see buff section, pages 33-40. For previous required coverage see green section, pages, 81-86 and orange section, pages 105-110.

Required goals for this course:

12. The student will be able to explain the differences between relevant and irrelevant sources and between reliable and unreliable sources. On the basis of such differences, students will be able to defend a decision or judgment made in a specific given circumstance (i.e., case study, discussion, problem-solving, issue, etc.).

14. Students will be able to use information to produce new information, e.g., the student will be able to:

A. Use a sequence of processes, as appropriate, which are common to most inquiry strategies (i.e., definition, hypothesis, prediction, testing, interpretation, evaluation, generalization, construction of theory).
B. Carry out minimal field test activities (e.g., interview).
C. Test facts, observation, etc., and data against a specific hypothesis to test the validity of the hypothesis.
D. Select and use appropriate instruments, procedures, and criteria to organize and interpret (test) data.
E. Use appropriately the conventional vacabulary and instruments of social science investigation.
F. Select and use appropriate methods of problem-solving models for specific tasks (e.g., systems analysis, conflict resolution, force field analysis, logic, mathematics etc.).
G. Determine the effectiveness of and to adapt or modify conventional problem-solving models and/or strategies to meet situational needs.

20. Students will be able to identify and give an example of factors which contribute to inaccuracy, inadequacy, or irrelevance in communication between or among individuals and/or people.

21. Students will be able to identify and evaluate the various components or properties of social phenomena, as they apply to a specific issue, including, e.g., values and beliefs (density and strength), climate (natural and human), clarity of definition, economy or efficiency, impact or effect, priority, etc.

C. JUDGMENT CRITERIA.

For the goal numbering system, please see lilac section, page 13. For basic goals (9th grade mastery) see buff section, pages 41-44. For previous required coverage see green section, page 86, and orange section, page 110.

Required goal for this course:

12. Students will be able to explain how conflict may affect relationships between individuals and/or between groups of people.

14. Students will be able to compare and contrast the beliefs and values of two groups of people and suggest the effects (both positive and negative) that similarities and differences in beliefs and values may have on the relationship between these two groups.

16. Students will be able to give reasons why people might understandably support values, attitudes, etc., different from the student's and to defend the right of others to support differing values, etc.

ELECTIVE

18. Students will be able to participate rationally in some social, political or economic activities carried on in the community.

19. Students will be able to explain and demonstrate what the term "average" means and to explain the implications of central tendency (the average or common man for example).

20. Students will be able to discuss and explain the value of education and the American school system.

D. ECONOMICS.

For the goal numbering system please see lilac section, page 15. For basic goals (i.e., 9th grade mastery) see buff section, pages 45-52. For previous coverage see orange section, pages 110-114.

Goals required for this course:

No specific goals specified. It is anticipated that economic issues and developments will be discussed and that skills previously mastered will be used and reinforced when appropriate to do so within the content and context of this course.

E. GEOGRAPHY/ENVIRONMENT.

For goal numbering system, please see lilac section, page 17. See buff section, pages 53-56, for basic goals (9th grade mastery).

Required goals for this course:

13. Students will be able to identify, locate, and explain the importance of each nation in the world which has or has had a direct influence on the history and/or the current status of the world, as those nations currently exist.

14. The student will be able to identify the nations of the world as they exist today according to status as: (a) a technologically advanced nation, (b) an emerging nation, (c) a third-world nation.

A. The student will be able to identify the phenomena of our earth which explain night and day, the seasons, and certain characteristic weather phenomena (e.g., trade winds, hurricanes, etc.).

B. The student will be able to: (1) read a weather map, (2) describe, picture, or construct basic weather-measuring devices, and (3) explain the characteristic sources of Spokane weather during each season of the year. From the above data the student will be able to predict the weather conditions of the succeeding day for a week with at least 50 percent accuracy.

GEOGRAPHIC - ELECTIVE

15. The student will be able to locate on a map, visit in person, and explain the geological features special to the Spokane River Valley.

16. The student will be able to write an Environmental Impact Statement for any specific proposed project of the student's choice which is under consideration in the Greater Spokane area.

17. The student will be able to construct an imaginary civilization on an imaginary "lost" continent. This civilization must be complete with maps and charts showing man-made and natural phenomena which are explanatory of living conditions within that civilization from a geographical point of view.

F. POLITICAL SCIENCE/GOVERNMENT.

For goal numbering system, please see lilac section, page 19. For basic goals (9th grade mastery) see buff section, pages 57-64. For previous required coverage see green section, page 87.

Required goals for this course:

No specific goals specified. It is anticipated that government issues and developments will be discussed and that skills previously mastered will be used and reinforced when appropriate to do so within the content and context of this course.

G. SOCIOLOGY/ANTHROPOLOGY.

For goal numbering system, please see lilac section, page 21. For basic goals (i.e., 9th grade mastery) see buff section, pages 65-67. For other coverage see orange section, page 115.

1. Students will be able to identify some groups that human beings form (e.g., family, peer, community, national, and international groups), and to describe some of the function(s) of the groups identified. Students will be able to give reasons why and how these groups form, and indicate how and why these functions may vary or change within or among societies (cultures) and/or over a period of time.

2. Students will be able to identify "cultural universals" such as shelter, food, communications, socialization, family organization, and religion, and to explain that the identified cultural universals take different forms in various cultures, and that these forms may change over a period of time.

5. Students will be able to identify preferences which lead to group identification.

6. Students will be able to define and describe the basic characteristics of a community, society or culture. (Institutions, organizations -- economic, civic, religious, and educational -- groups and social aggregates -- ethnic groups, classes, etc.)

ELECTIVE

Teachers should also check the Sociology section for elective goals. See in particular,goals 10, 12, 15, 16, 17, 18, and 19.

H. HISTORY/CULTURE.

For goal numbering system, please see lilac section, page 23. For basic goal (i.e., 9th grade mastery) see buff section, pages 69-72. For previous coverage see green section, page 88 and 98, orange section, page 116.

Goals required for this course:

4. Students will be able to identify and explain the manner in which historical evidence is collected, evaluated and accepted.

5. Students will be able to use evidence from history to explain differences between or among groups in conflict. Such evidence will explain the causes of the conflict and the effect(s).

6. Students will be able to identify and use historical evidence as support for a stance or position on a problem, issue or controversy selected for study.

12. Students will be able to identify and describe the influence of three non-English speaking cultures on the American culture, and three influences of the American culture on other cultures outside the American mainstream culture.

GRADE 12, SEMESTER B

CONTEMPORARY WORLD AFFAIRS

RESOURCES

A GLOBAL HISTORY OF MAN. Stavrianos, et al., Allyn Bacon, 1974. (Student text, teacher's guide, duplicating masters, and Readings in World History -- 30 per building.)

Maps and Globes as needed and provided in the classroom.

MEDIA PACKAGES:

A. Guidance Associates

The Middle East: The Israeli Experience
The Middle East: The Arab Experience
China in Perspective: Roots of Civilization
Japan: Emergence of a Modern Nation

B. Multimedia Servicenter

Current Affairs:

The Arab World: Oil, Power, Dissension
Israel: Dream Confronts Reality
Japan: Asia's Economic Superpower
Communist China: Asia's First Superpower
Revolution: China and Mexico
The Soviet Union: A Communist Society in Transition
United States in World Affairs: A New Role for the 70's
Educational Audio Visual (EAV) Imperialism
Europe's Common Market
Problems and Prospects
The People Problem
Terrorism World Wide: Is Anybody Safe?

C. Society for Visual Education (SVE)

The New Japan
Living in China Today
This is the Soviet Union I
This is the Soviet Union II
Africa, Land of Developing Countries
Living in South America Today

THE ELECTIVES

WORLD HISTORY

SOCIOLOGY/ANTHROPOLOGY

PSYCHOLOGY

WORLD HISTORY

For goal numbering system please see lilac section, page 23. See introductory remarks, lilac page 22. For basic goals (9th grade coverage) see buff section, pages 69-72.

Goals for World History:

1. Student will be able to define the term "history" and to analyze the definition(s) of others.

2. Students will be able to identify and explain the origins and ways of observing each of the major days of celebration in the culture of the United States. (I.e., those holidays celebrated in special ways -- Labor Day, Columbus Day, Veteran's Day, Hanukkah, Christmas, Halloween, Thanksgiving, New Year's, President's Day, Valentine's Day, Easter, Martin Luther King, Memorial Day, Independence, etc.)

3. Students will be able to select a current public issue, event, or incident and to explain its causes and precedents.

4. Students will be able to identify and explain the manner in which historical evidence is collected, evaluated and accepted.

5. Students will be able to use evidence from history to explain differences between or among groups in conflict. Such evidence will explain the causes of the conflict and the effect(s).

6. Students will be able to identify and use historical evidence as support for a stance or position on a problem, issue, or controversy selected for study.

7. Students will be able to identify the ten individuals, events and/or movements from history which the student believes have most affected the course of history and explain what or how those individuals, events or movements have changed or altered life on this planet.

Students will be able to demonstrate an understanding of chronology and/or time sequence by constructing a timeline illustrating the time relationship between or among not less than ten (10) interrelated events.

9. Students will be able to write a biography of one historical figure admired by the student. The biography must include what the admired individual believed, the conditions under which the individual worked, and what that individual did to merit the student's admiration.

12. Students will be able to identify and describe the influence of three non-English speaking cultures on the American culture, and three influences of the American culture on other cultures outside the American mainstream culture.

WORLD HISTORY

RESOURCES

BUILDING OPTION:

HISTORY AND LIFE. Wallbank, et al., Scott-Foresman, 1977. (Student text, teacher's edition, workbook (nonrenewable) and test duplicating masters.)

PEOPLE IN OUR WORLD. Kownslar, Smart; Holt Rinehart Winston, 1977. (Student text, teacher's edition, and test/activity duplicating masters.)

MAPS AND GLOBES:

As provided in classroom.
Nystrom World History Series.

MEDIA PACKAGES:

Educational Audio Visual Inc. (EAV)

Roman Civilization
The Middle Ages
The Renaissance
The Protestant Reformation
The French Revolution
Causes of World War I
Causes of World War II
Facist Dictatorships

Multimedia Productions

Hatshepsut: The First Woman of History
The Crusades
The Rise of National Monarchies
Southeast Asia: The Rise of Nationalism
The Russian Revolution of 1917
Hitler and the Germans

Society for Visual Education (SVE)

Ancient Greece: Cradle of Civilization
Religions Around the World

SOCIOLOGY/ANTHROPOLOGY

For goal numbering system and introduction see lilac section, pages 21. For basic goals (9th grade mastery) see buff section, pages 65-67. For required goals in 11th and 12th grade courses see green section, pages 87 and 97, orange section, pages 115 and 125.

Goals for Sociology and Anthropology:

8. Students will be able to define sociology and to show (explain verbally or illustrate) the relationship between sociology and the other behavioral sciences (i.e., the interrelationship(s) among the social science disciplines).

9. Students will be able to identify, list and give an example of the use of sociological methodology, i.e., gathering data, evaluating data, etc.

10. Students will be able to identify, spell correctly, and accurately use the terminology related to sociology.

11. Students will be able to define the term "culture" and to exemplify that definition by explaining two contrasting examples selected by the student.

12. Students will be able to identify the means to achieve self actualization (i.e., the attitudes, the skills, the "connection," etc. needed for such achievement). Students will be able to apply this competency to a specific area to be selected by the student.

13. Students will be able to identify and list not less than five major institutions in American society and to show or explain their relationship or interrelationship within this American society.

14. Students will be able to define a social problem in terms of recognition, magnitude, and possible solution(s). (Social problem to be selected by the student.)

15. Students will be able to identify and list community resources for participation in community related projects (e.g., field trips, community experts and speakers, film, literature, funding, etc.).

16. Students will be able to identify and explain the basis for the class structure found in two currently existing societies. The societies may be selected by the student with teacher approval.

17. Students will be able to define the terms: status, status symbol, and status mobility. Using the definition of status, students will be able to describe the characteristics of three distinct status levels found in American "society."

18. Students will be able to identify and access the relative importance of at least three factors which lead to mobility on the social scale in the United States. (E.g., money or wealth, power, locality of residence, education, minority membership, dedication to task, etc.).

19. Student will be able to identify and describe, from at least two societies other than the United States, alternative ways in which status might be measured and acquired.

20. Students will be able to identify and explain the process of "socialization" in the United States and to contrast that process with at least one other culture.

SOCIOLOGY

RESOURCES

MODERN SOCIOLOGY. Couse, King, Koller; Holt Rinehart Winston, 1974.

MEDIA PACKAGES:

Multimedia Servicenter

To Hell with Grandma
Poverty: Living in the Other America
Prejudice: Harvest of Hate
Educational Design: Me and Jobs

Fitzhenry and Whiteside, Limited (Order from Denoyer Geppert)

How Families Live
Families and Communities
Interaction of Communities

Follett Publishing Company

Discover Self and Society

Nystrom

The American Experience: Attitudes and Values
The American Experience: Life Styles and Roles

Guidance Associates

Dealing with Group Pressure
What is Sociology
Teaching Relationships and Values
The Future of the Family
How Would You Like to be Old
Who Comes First - You or the Group
Friendship - Caught in the Middle
Girls and Boys - Rights and Roles
The Family - Rights and Responsibilities
Dealing with Authority

ANTHROPOLOGY

RESOURCES

ANTHROPOLOGY. Aalzmann; Harcourt Brace and Jovanovich, 1973.

MEDIA PACKAGES:

Patterns in Human History. MacMillan.

What is Anthropology. Guidance Associates.

Multimedia - Current Affairs:

The Ashanti of Ghana
Fiji: A Conflict of Culture
The Ifugoo Tribe of the Phillipines

Educational Audio-Visual (EVA)

Male/Female Changing Life Styles

PSYCHOLOGY

For goal numbering system and introduction see lilac section, page 9. For basic goals (9th grade mastery) see buff section, pages 29-32. For required goals in 11th and 12th grade content areas see green section, pages 81 and 93, orange section, pages 105 and 121.

Goals for Psychology:

12. Students will be able to define psychology, underlining the key words and explaining why each is important.

13. Students will be able to list three methods that are used by psychologists in their work and will be able to explain the advantages and disadvantages of each method listed.

14. Students will be able to explain the differences among the psychoanalytic, the behavioristic, and the humanistic approaches to psychology.

15. Students will be able to explain the differences and similarities among psychiatrists, psychologists, and social workers as a class of occupation or vocation career.

16. Students will be able to explain the purpose of personality theories.

17. Students will be able to write a paragraph about each of the three classical and three modern personality theorists.

18. Students will be able to identify and describe Freud's structure of personality (i.e., id, ego, and superego).

19. Students will be able to state the purpose of defense mechanisms and to identify and give an example of at least four mechanisms. (Displacement, projection, rationalization, reaction formation, regression, repression, and sublimation.)

20. Students will be able to list, in the order of importance, the needs of man leading toward self actualization.

21. Each psychology student will be able to explain and understand the dangers of amateur attempts to engage in diagnosis and/or therapy.

22. Students will be able to describe the differences and identify the major characteristics of neurosis and psychosis.

23. Students will be able to define three kinds of psychotic disorders.

24. Students will be able to explain the differences between mental retardation and mental illness in terms of causation, treatment and care, and institutionalization.

25. Students will be able to describe differences between the processes of classical conditioning.

26. Students will be able to discuss the advantages and disadvantages of testing.

27. Explain three major stages of development (infancy, childhood, adolescence, adulthood and senior citizens).

28. Students will be able to discuss the inheritability of intelligence.

PSYCHOLOGY

RESOURCES

UNDERSTANDING PSYCHOLOGY. Clapp, Krebs, Fantino, Random House, 1974. (Student text, teacher's guide, study guide.)

MEDIA PACKAGES:

Guidance Associates:

Shaping Identity
Dealing With Anger
Setting Goals
Your Personality: The You Others Know
Coping With Competition
Understanding Emotions
Seeking Independence
Dealing with Group Pressure
Who Are You?

Multimedia Servicenter:

Psychology of the Adult - Erik Erikson
What Life Should Mean - Alfred Adler
Towards Self Actualization - Abraham Moslow
Stages of Personality Development - Infancy through Middle Childhood
Stages of Personality Development - Pre-Adolescence through Late Adolescence.
Transactional Analysis or Who's Okay - Eric Berne
Games People Play - Eric Berne
Beyond Freedom and Dignity - B.F. Skinner
Learning through Rewards - B.F. Skinner
Adolescence and the Identity Crisis - Erik Erikson
How Need-Levels Affect Growth - Abraham Moslow

SOCIAL STUDIES

TEXTBOOK ALTERNATIVE

JANTSCH AND/OR SPECIAL CLASSES

HISTORY OF THE AMERICAN PEOPLE. Clark (TX); Edwards (TA), McDougal Littell, 1975-76.

AMERICA REDISCOVERED. Pulliam, Houghton Mifflin, 1977.

BASIC ILLUSTRATED HISTORY OF AMERICA KIT. Farr, et al., Pendulum Press, 1976.

PEOPLE IN A CHANGING WORLD. Oliver; Laidlaw, 1974.

ECONOMICS AND THE AMERICAN SYSTEM. Davies, Southwestern Publishing Company, 1975.

ECONOMICS, PRINCIPLES AND APPLICATIONS. Olsen, Southwester Publishing Company, 1972.

THE POLITICS OF: (series). Feder, American Book Company, 1973.

AMERICAN HISTORY. Abramowitz, Follett Publishing Company, 1974.

WORLD HISTORY. Abramowitz, Follett Publishing Company, 1974.

SOURCES OF IDENTITY. Brandwein; Harcourt, Brace, and Jovanovich, 1977. (Activity book, teacher's resource book and tests.)

SETTINGS FOR CHANGE. Brandwein; Harcourt, Brace, and Jovanovich, 1977.

PEOPLE AND THE CITY. Cuban, Scott-Foresman, 1974.

K-12 SOCIAL STUDIES PROGRAM EVALUATION DESIGN

EVALUATION DESIGN

The evaluation of the K-12 Social Studies Program will consist of five elements: implementation evaluation, inservice evaluation, teacher inventory, goal based assessment, and standardized testing results.

1. Implementation Evaluation

   The implementation evaluation will be conducted in September and October, 1977. The evaluation will be designed to determine if the program materials arrive on time and are distributed to buildings in sufficient quantities to implement the Social Studies program.

2. Inservice Evaluation

   The evaluation of Social Studies inservice will be accomplished on a continuing basis. As each inservice session is planned, an evaluation instrument will be developed to measure the objectives to be covered in the session.

3. Teacher Inventory

   A teacher inventory will be developed to identify strengths and weaknesses of the Social Studies program. The instrument will also include items related to program goals and objectives, inservice needs, and adopted materials. The instruments will be developed during January and February, 1978, and administered to randomly selected teachers. The sample will be stratified by grade level on the elementary level and by subject area on the secondary level. The inventories will be administered in March. Longitudinal data will be collected on an every-other-year basis after March, 1978.

4. Goal-Based Assessment

   Goal-based assessment instruments and/or procedures will be developed to assess student progress toward goals taught at the first, fourth, and eighth grade levels. The instruments and/or procedures will be developed by first, fourth, and eighth grade teachers for their respective grade levels. The following procedures will be followed in developing the goal-based assessments:

   a. Goal selection

      (1) Random

      (2) Priority

   b. Determine evaluative criteria

c. Select technique(s)

(1) Standardized instrument

(2) Observation of task performance

(3) Interview

d. Field test

e. Refine/revise

f. Select sample

g. Administer

h. Score/tabulate

i. Report results

The goal-based assessment will be developed during the fall of the 1978-79 school year and administered to the students the following spring. The goal-based assessment will be administered yearly beginning March, 1979.

5. Standardized Testing

Appropriate forms of the Stanford Achievement Test will be administered in October to the students in the fourth, sixth, and eighth grades. The Social Studies subtest results will be analyzed and reported annually using 1977 test results as baseline data for the longitudinal data.

K-12 SOCIAL STUDIES EVALUATION MATRIX

1977-78	1978-79	1979-80	1980-81	1981-82
Implementation Evaluation (Sep - Oct) Inservice Evaluation (ongoing) Teacher Inventory (Jan - Mar)	Goal-Based* Assessment (Oct - Mar)	Goal-Based Assessment (Mar) Teacher Inventory (Feb)	Goal-Based Assessment (Mar)	Goal-Based Assessment (Mar) Teacher Inventory (Feb)

*First, fourth, and eighth grades.

READABILITY AND AFFIRMATIVE ACTION ASSURANCES

These materials have been carefully checked and rechecked to be certain that they have met the criteria for District textbook adoption. In addition, these materials have been determined to be the best available to assist teachers and learners in meeting the goals and objectives of the Social Studies program established by Board Action, December 8, 1976.

The Social Studies Committee, its Task Forces and subcommittees have checked the readability of each book. In addition the readability of each book has been assessed by an outside source, The Social Studies Education Consortium at the University of Colorado in Boulder, Colorado. The Holt, Rinehart and Houghton Mifflin Company have checked the readability of materials. Three different instrument have been used in this readability check: the Spache (primary) or the Dolch (for intermediate grades and above), the SMOG, and the Frye readability assessments. The funding of these analyses vary only slightly and in each case the material has been found to be readable at the grade level for which it is intended.

The materials have been examined for sex and racial bias and for the potential of controversial content. In all cases the material has met the criteria applied. The criteria is on file in the Program Development Office.

This Guide has been reviewed and recommended by the following bodies:

_____ _____

The Development Committee Date

_____ _____

The Superintendent's Cabinet Date